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ABSTRACT

This study further develops the Diagnostic Survey for Leadership Improvement (DSLI) and determines its reliability and validity. Split-half estimates of the DSLI's reliability were computed. These estimates came in terms of the Pearson product-moment correlation coefficients that were then corrected by the Spearman-Brown Prophesy Formula. The reliability coeffecients exceeded .96 and were significant at the .0001 level in every instance. Content validity was demonstrated in relationship to Rensis Likert's "Profile of Organizational Characteristics." Data results were subjected to a Principal Components Analysis and the obtained factor matrices were clarified through Varimax orthogonal rotation. These results demonstrated construct validity, that is, the items in the DSLI do accurately and adequately support Likert's theoretic structure. A practical utility experiment (construct validity) demonstrated that scores for targeted DSLI items change significantly (0.05 level). The DSLI has added to the available theory development and its accompanying technology. The DSLI is a reliable and valid diagnostic survey that can be used for both research and field leadership improvement purposes. Extensive appendixes present the survey instrument and related data. (Author/IRT)

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FINAL REPORT

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A DIAGNOSTIC STUDY OF THE HUMAN ORGANIZATION IN SCHOOLS

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Author's Abstract

The purpose of this study was to further develop the Diagnostic Survey for Leadership Improvement (DSLI) and to determine its reliability and validity. A national stratified random sample of school systems (118 schools) participated in a three-year study which involved a pre- and post-survey administration.

Split-half estimates of the DSLI's reliability were computed. These estimates came in terms of the Pearson product-moment correlation coefficients which were then corrected by the Spearman-Brown Prophesy Formula. The reliability coefficients exceeded .96 and were significant at the .0001 level in every instance. Content validity was demonstrated in relationship to Rensis Likert's "Profile of Organizational Characteristics." Data results were subjected to a Principal Components Analysis and the obtained factor matrices were clarified through Varimax orthogonal rotation. These results demonstrated construct validity, i.e., the items in the DSLI do accurately and adequately support Likert's theoretic structure. A practical utility experiment (construct validity) demonstrated that scores for targeted DSLI items change significantly (.05 level).

In conclusion, the DSLI has added to the available theory development and its accompanying technology. The DSLI is a reliable and valid diagnostic survey which can be used for both research and field leadership improvement purposes.

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CHAPTER I

Introduction

John Gardner (1963) stated that the tides of change which move society on to new solutions or catastrophes run deeper than the swirling events of the day. He claimed that one of the deep tidal currents - perhaps the most fateful - is the movement over recent centuries toward the creation of even larger, more complex, and more highly organized social groupings. It is a vital trend with great implications for the schools and other institutions in our society, for continuous growth depends ultimately upon the individual and the groups to which he belongs.

The tidal current of large organizations as a fact of life in educational institutions gives rise to the need for looking closely at the organization and administration of schools. John Miner (1967) started a research project in an attempt to establish selection procedures for school administrators and ended his study by stressing organizational character, because the data could not be explained in terms of the occupation based selection models with which he began the study.

> It is this problem of awareness that studies of organizational character such as those presented in Part 3 can overcome. By applying a clinical approach to the analysis of organizations, using appropriate measurement techniques, it is possible to describe the character of a particular school district at a point in time. Given this knowledge of existing structures, steps can be taken to introduce change, if this seems appropriate....An analogous diagnostic or descriptive process at the level of the crucial variables may well be a necessary condition for organizational change as well. Just as salient aspects of his personality

> are often hidden from an individual's awareness, so apparently are many crucial variables of organizational character hidden from the members. (Miner, 1967, p. 86)

It is the identification of the crucial variables and means of measuring them wherein lies a major problem related to the organization, administration, and productive effectiveness of schools. The purpose of this study was to identify some of the crucial variables in school organizations and to develop a reliable and valid instrument to measure them.

Management Theory

A short review of management theory is given to help understand the developmental nature underlying our attempts to cope with life in organizations.

The Classical Theory

The classical theory emerged in the first part of the present century. Writers such as Dennison (1931), Gulick and Urwick (1937), Urwick (1947), Mooney (1947), and Taylor (1948) built their theories of organization and the administrative processes around such basic constructs as: task specialization, chain of command, unity of direction, and span of control. The classical theory was built around these basic constructs and the concept of "economic man"; i.e., people work primarily for the economic rewards which the organization provides.

In the classical view there is a pyramidal structure with power centered in the hands of those at the top of the pyramid. The old army structure best represents this line and staff organization and the flow of authority from the top to the bottom.

The Human Relations Theory

Whereas the classical theory might be viewed as fundamentally structuralist in design; the human relations theory might be viewed as antistructuralist. Another way of stating these differences is by pointing out that the classical theorists emphasize the formal aspects of organization and the human relationists emphasize the informal structure.

The move to a human relations emphasis began with the discovery of the "Hawthorne Effect." Elton Mayo (Roethlisberger and Dickson, 1942) showed the existence of an entirely different panorama of how people function in organizations.

In schools this discovery of the importance of the group took the form of "democratic supervision" and to a lesser degree "democratic administration." In the 1950's many educational authorities emphasized the human relations approach in their writings. W. A. Yauch (1949), Kimball Wiles (1950), John Bartky (1953), and Mackenzie et al. (1954) are among the respected educational authorities who advocated the human relations approach.

The Modern Synthesis

Faber and Shearron (1970, p. 97) claimed that modern theory began when equal attention was first given to formal and informal organization; when the first scholar began to put the contributions from bureaucratic theory, scientific management, and human relations in proper perspective. One of the first writers to make this attempt was Chester Barnard.

Barnard (1938) pointed out that the classical theory of organization as defined by its proponents is unworkable. According to him, the organization functions through the interactions of individuals. People bring the formal organization into action and to study and understand organizations, one must know about the satisfactions which individuals receive from the organization, the relationship of the formal and informal organization, and the importance of communication. Barnard stressed the point that there are important differences between effectiveness and efficiency.

Barnard claimed that the informal organization had to be taken into account in all organization settings. The classical theorists missed this point that Barnard made so well that no matter how well the formal organization is planned, the activities and interactions of all its members (informal organization) will not conform strictly to the blueprint. Once formal organizations are established, they inevitably create and nourish informal organizations.

Chris Argyris (1957) made the point that whenever the goals, values, or norms of the informal organization are in opposition to those of the formal, the results are disruptive. Argyris argued for a "Reality-Centered" leadership style which should attempt to bring congruence between formal organization demands and informal organization needs.

On the basis of Barnard's work, one might reasonably define the formal organization as a system of conscious, coordinated activities; whereas, the informal organization is unconscious, indefinite, and unstructured. Barnard showed how intimate the relationship is between the two. These theories of Barnard were further developed by Herbert A. Simon (1947) who expanded Barnard's ideas about authority and the formal organization by dealing with the way that the organization influences the decisions of the individual. Some of these modes of influence include: authority, communication, training efficiency, and organizational loyalty. Authority, according to Simon, involves an expectation of obedience by one and a willingness to obey by another.

In the field of industrial management, McGregor, Blake and Mouton, Likert and Argyris, among other authorities, have been conducting research and writing about ways to bring the formal and the informal organization into a viable relationship. Among others, some prominent theorists attempting to do the same thing in educational administration have been Getzels and Guba (1957), Guba (1960), Hemphill (1962), Halpin (1966), and Griffiths (1969).

Robert Owens (1970, p. 46) gives further support to the position that present day views of organizations generally represent some kind of synthesis of two earlier-held concepts: the formal organization and the informal organization. He believed that we have passed through two periods of sharply differing ideas about organizational theory and that the present period represents a synthesis of earlier points of view and new knowledge and understanding. The present view then holds that schools are in reality complex organizations which have at least two specific characteristics: the formal structure of the organization and the informal structure.

The Systems Approach

The establishment of the formal and informal aspects of organization led to the consideration of a systems approach.

General Systems Theory

General systems theory is designed to be an all-inclusive way to view the interrelationships among various elements and the whole in much the same way as Gestalt psychology does. Gordon Hearn (1958, p. 38) stated that general system theorists believe that it is possible to represent all forms of animate and inanimate matter as systems. Applications of systems theory to industrial management has been promoted by British scholars at the Tavistock Institute. One of the ideas growing out of the Tavistock studies (Kast and Rosenzweig, 1970) is that of a sociotechnical system. According to this view, any productive organization or part thereof is a combination of technology and a social system. Technology includes task requirements, physical layout, equipment available, and the like. The social system is the system of relationships among people who must perform the tasks.

The modern view states in essence that school organizations should be considered as technical and as social systems interacting within a general systems framework. Individuals in social relationship make up the psychosocial subsystem. The general atmosphere is affected by many variables; some integral, some peripheral. Societal culture sets an overall framework; educational mores and practices have an impact; and many other variables are peculiar to the specific educational organization. Technology and structure affect educational organizational productivity, as do the attitudes and morale of the students and staff involved.

The Getzels-Guba (1957, pp. 423-441) model which describes the organization as a social system having an organizational (nomothetic) and a personal (idiographic) dimension has been used as the theoretical framework for a number of school organizational studies. Some of these studies are described by Getzels, Lipham, and Campbell (1968). Chris Argyris (1957, 1964) has identified dimensions similar to the idiographic and nomothetic and has used this framework to investigate organizational behavior in industry. The researcher has applied Argyris' framework to the study of organizational behavior in schools (Byrnes and Mullen, 1959).

Open Systems

Amatai Etzioni (1964, p. 49) summarized the contribution of modern theory by stating that it has broadened its concern to include:

1. Both formal and informal elements of the organization and their articulation;
2. The scope of informal groups and the relations between such groups inside and outside the organization;
3. Both lower and higher ranks;
4. Both social and material rewards and their effects on each other;
5. The interaction between the organization and its environment;
6. Both work and nonwork organizations.

Etzioni claimed that this broader view enriches the study of any single element by providing a context within which to place it and points of reference for judging its importance to the organization.

Open systems are characterized by input-output relationships with their environment, and according to Griffiths (1959, pp. 116-117) open systems are further characterized by:

1. Tending to maintain themselves in steady states;
2. Being self-regulating;
3. Displaying equifinality; that is, identical results can be obtained from different initial conditions;
4. Operating, in part, through the dynamic interplay of subsystems which operate as functional processes;
5. Maintaining, in part, their steady states through feedback processes.

Organizational Effectiveness or Health

Systems theory shows promise for use in evaluating organizations. Owens (1970, p. 55) pointed out that traditionally, organizations - including schools - have been evaluated in terms of goals set for them. Since it is a rare occasion when an organization fully achieves all of its goals, this goal-model evaluation of organization only tends to make the evaluation almost always negative in tone. Etzioni (1964, pp. 16-17) stated that low effectiveness is a general characteristic of organizations. He described goal-model evaluation as:

> analagous to an electrical engineer
> who would rate all light bulbs
> "ineffective" since they convert
> only about 5 percent of their

> electrical energy into light, the
> rest being "wasted" on heat.
> (Etzioni, 1964, pp. 16-17)

Organizational Health

Chris Argyris (1964, p. 123) used the concept of organization effectiveness in much the same way that Miles (1965, p. 17) and Bennis (1966, p. 44) used the term organizational health. For Argyris effectiveness hinges on the organization's ability to: achieve its goals, maintain itself internally, and adapt to its environment. Organizational health or effectiveness according to these writers refers to the processes through which the organization approaches problems. Most of the techniques which have been used for measuring the effectiveness of an organization have been characterized by some kind of self-study approach. Owens (1970, p. 170) listed some of the kinds of survey data which are meaningful to the study of organizational health of schools:

1. How decisions *are* made and how they *should* be made;
2. Morale;
3. The relationships between teachers and principals;
4. How the school relates to the community;
5. Communication - its adequacy and clarity;
6. Organizational climate;
7. How satisfied people are with their roles in the school and why;
8. Goals of the school and how to interpret them.

The systems approach for examining organization health adds a dimension which has been largely neglected; i.e., an examination of the operating relationships which should exist in order for the organization to function effectively. In order to do this it is important to establish the organizational processes which determine the effectiveness or health of the operating relationships. To date, it appears that these processes have not been clearly established; and, although instrumentation to measure organizational health (climate) is available there are only meager data to support the claims made.

Instruments Widely Used to Study Educational Leadership

In this section the most widely used instruments in the study of educational leadership are reviewed.

The Leadership Behavior Description Questionnaire (LBDQ)

The LBDQ (Hemphill, 1950; Hemphill and Coons, 1957; Stogdill, 1969), a product of the Ohio Leadership Studies, was originally designed to measure nine constructs pertinent to leadership behavior. Through factor analysis these nine constructs were reduced to two basic dimensions. The two resultant dimensions were defined as "Initiating Structure" and "Consideration" (Hemphill, 1950). Stogdill (1974) reviewed 60 studies which used the LBDQ. Lowin, Hrapchak, and Kavanagh (1969) conducted a survey of the literature and concluded that the LBDQ was measuring different things in different situations. They (Lowin, 1969, p. 240) also indicated that "Initiating Structure" and "Consideration" may have positive, zero, or negative correlations with effectiveness and morale indices. Hemphill (1949) and Lipham (1964) both claimed that their research indicated that the initiating structure scale seems to be multidimensional. In spite of these cautions, Hencley (1973, p. 157) noted that studies were still being published which treated "Initiating Structure" as unidimensional.

Leadership Behavior Description Questionnaire - Ideal Form (LBDQ-Ideal)

Hemphill, Siegel, and Westie (1951) developed an "Ideal Form" of the LBDQ. This form differed from the LBDQ in that it asked questions about how an ideal leader would behave. Hemphill et al. (1951) found that the discrepancies between members' expectations concerning, and their observations of, the leader's consideration and structure were more highly related to various measures of group performance than were expectations or observed behavior on the two scales. Halpin (1957) used this Ideal Form with educational administrators and found that the leader's ideal of how he should behave was not highly related to his behavior as described by subordinates. Since the LBDQ Ideal Form is based on the same items and concepts as are found in the LBDQ, it is subject to the same limitations and criticism as is the LBDQ.

Fiedler's Least Preferred Coworker Scale

Fiedler's (1967) contingency model has generated considerable research. This model postulates that a leader's effectiveness is contingent upon three different factors of the situation, which are: (a) leader-member relations (group atmosphere); (b) task structure (requirements of the particular task); and, (c) the amount of power there is inherent in his position (Fiedler, 1967, pp. 143-144). High least preferred coworkers (LPC) leaders tend to be person-oriented, warm and friendly; whereas, low LPC leaders tend to be task-oriented, objective and distant (Fiedler, 1967).

Graen, Orris, and Alvares (1971) and Graen, Alvares, Orris, and Martella (1970) failed to confirm Fiedler's findings. Hunt (1971) found that low LPC managers and high LPC supervisors had the best performing groups, while the poorest performing groups were those with high LPC managers and low LPC supervisors. It was also found in the Hunt study that the two-level interaction effect predicted worker satisfaction better than either LPC effect alone.

Organizational Climate Description Questionnaire (OCDQ)

Halpin and Croft (1962) felt that the LBDQ with its two factors did not adequately represent situational leadership behavior. They developed four factors to describe the school principal's behavior and four to describe the behavior of teachers. The OCDQ was designed to place schools on a continuum from closed to open climate.

Kenney and Rentz (1970) reviewed 123 studies which used the OCDQ and concluded that some of the faults noted with the LBDQ also applied to the OCDQ. They found that the factor structure underlying the instrument can be expected to shift radically.

The Organizational Climate Description Questionnaire has generated hundreds of studies in this country and many abroad, but these studies have been primarily correlational in nature. In addition, Halpin and Croft give no hint as to what might be done in a particular situation in order to attain a desirable climate. Andrew Hayes (1972, p. 6) in his study, A Reappraisal of the Organizational Climate Description Questionnaire, stated that the OCDQ does not seem to be applicable to urban schools. Hayes also pointed out that the OCDQ items which are meant to be indicators of a construct are beginning to be inadequate because of the passage of time.

Great changes have occurred in the schools and in society since the OCDQ was constructed. A process such as decision-making never changes, but a particular example of a decision made by a school administrator can only be reacted to in relationship to the situation and time in which it occurs. Some of the same criticisms of "time binding" items and the question of how the information obtained might be useful for increasing the effectiveness of the organization are also applicable to the other instruments previously described.

Some other cautions have been raised about the use of the OCDQ. Watkins (1968, pp. 46-60) and also Carver and Sergiovanni (1969) pointed out that this instrument was developed for elementary schools and may not be appropriate for other school settings. The instrument tends not to be valid for large elementary schools and certainly not for large secondary schools. It is argued that the referent-point principal needs to be changed to someone closer to the teachers.

An additional problem related to determining organizational effectiveness in schools with the existing instruments is that few if any of these instruments attempt to measure the effect that the school organization has on *students*. It may well be that student organizational dysfunction is of far greater significance to the school organization than that of any other group in the school.

Summary

The existing instruments focus primarily on the climate of the school, but fail to take into account that the climate of a particular school is certainly strongly influenced by the total school system climate. There is a need to consider the organizational health of the total system as well as the health of the subsystems.

In order to deal more effectively with organizational health, it seems that a systems approach is the most appropriate. In taking a systems approach *students* need to be included in the population which is being surveyed and some attempt needs to be made to approach the examination of organizational effectiveness through critical *processes* rather than "time-binding" acts which in a fast changing society become archaic as soon as they are stated.

Rensis Likert's Model for Increasing Organizational Effectiveness

Over a period of many years Likert has been conducting research in industry about factors in the structural, psychosocial, and managerial subsystems which contribute to increased organizational effectiveness. He described this research and some of the results obtained in two books - New Patterns of Management (1961) and The Human Organization (1967).

Based upon the principle and practices of the managers who are achieving the best results, Likert (1961, pp. 97-118) revealed a newer theory of organization and management. The following section contains an abstract of some of the overall characteristics of Likert's theory and a general integrating principle which he felt can be useful in attempts to apply it.

High Producing Managers

The highest producing managers used all of the technical resources of the classical theories of management as completely as did the low producing managers, but in quite different ways. The difference was that high producing managers used motives which they believed to be important to influencing human behavior; whereas the low producing managers more often used direction, control, and motivation through the exercise of their status authority and the application of hierarchical and other economic pressures. In essence, by tapping the full strength of all ego, economic and group motives, the high producing managers had developed their organizations into highly motivated, cooperative social systems wherein members of the organization pulled concertedly toward commonly accepted goals which they had helped to establish.

How did these high producing managers do this? One clue gathered from the data showed that treating people as "human beings" rather than "cogs in a machine" is a variable highly related to the attitudes and motivation of the subordinate at every level in the organization.

Likert (1961, p. 102) showed through his studies and pointed out that similar data from other studies revealed that subordinates reacted favorably to experiences which they felt were supportive and contributed to their sense of importance and personal worth. Likert also pointed out that these findings are supported by substantial research on personality development and group behavior. Everyone wants to feel that he has a place in the world and deserves appreciation, recognition, influence, a feeling of accomplishment, and a sense of dignity and importance with other people. According to Likert, research findings indicated that the general patterns of operations of the high producing managers more often reflect the following characteristics:

1. A preponderance of favorable attitudes on the part of each member of the organization toward all the other members, toward superiors, toward the work, toward the organization - toward all aspects of the job. These favorable attitudes reflect a high level of mutual confidence and trust throughout the organization. The members feel a high degree of identification with the organization and its objectives and a high sense of involvement in achieving them. As a consequence, the performance goals are high and dissatisfaction may occur whenever achievement falls short of goals set.

2. This highly motivated, cooperative orientation toward the organization and its objectives is achieved by capitalizing on all the major motivational forces which exist in an organizational setting. Reliance is not placed solely on the economic motive of buying a man's time and using control and authority as the organizing and coordinating principle of the organization. On the contrary, the following motives are all used fully and in such a way that they function in a cumulative and reinforcing manner and yield favorable attitudes:
   .. The ego motives.
   .. The security motives.
   .. Curiosity, creativity, and the desire for new experiences.
   .. The economic motives.

   By tapping all the motives which yield favorable and cooperative attitudes, maximum motivation oriented toward

> realizing the organization's goals, as well as the needs of each member of the organization, is achieved.
>
> 3. The successful organization consists of a tightly knit, effectively functioning social system. This social system is made up of interlocking work groups with a high degree of group loyalty among the members and favorable attitudes and trust between superiors and subordinates. Sensitivity to others and skill in personal interaction and the functioning of groups are also present. These skills permit effective participation in decisions on common problems. Communication is efficient and effective. There is a flow from one part of the organization to another of all the relevant information important for each decision and action. The leadership in the organization has developed a highly effective social system for interaction and mutual influence.
>
> 4. Measurements of organizational performance are used primarily for self-guidance rather than for superimposed control. Participation and involvement in decisions is a habitual part of the leadership processes. This kind of decision-making requires the sharing of available measurements and if additional information or measurements are needed, steps are taken to obtain them. (Likert, 1961, pp. 98-99)

High producing managers used the above-mentioned motivating forces and other processes by recognizing that they are likely to be discerning and reinforcing when each individual in the organization feels that his interactions with others are of such a character that they convey to the individual a feeling of support and recognition for his importance and worth as a person.

Likert further claimed that not only is it important to use relevant motives, but it is also essential to recognize that an individual's reaction to any situation is always a function, not of the absolute character of the interaction, but of his perception of it. "It is how he sees things that count, not objective reality" (Likert, 1961, p. 102). Individuals in an organization interpret interactions between themselves and the organization in terms of their background and culture, their experience and expectations.

The principle of supportive relationships stated by Likert is:

> The leadership and other processes of the organization must be such as to insure a maximum probability that in all interactions and all relationships within the organization each member will, in light of his background, values, and expectations, view the experience as supportive and one which builds and maintains his sense of personal worth and importance. (Likert, 1961, p. 103)

What Likert and others have been discovering through research studies is that the supportive-participative management system achieves higher, or at least equal, productivity levels with fewer of the resentments, hostilities, grievances and breakdowns inherent in management systems using the traditional principles of administration.

In light of these findings Likert raised an important question.

> If this pattern is so consistent, why is it that the majority of supervisors, managers, and top company officers have not arrived at these same conclusions based upon their own experiences? (Likert, 1961, p. 61)

His answer was that most organizations deal with inadequate measurement processes. Organizations too often secure measurements dealing only with end result variables such as production, sales, profits and percentages of net earnings to sales. Likert stated that there is another class of variables which significantly influence the end result ones. The other variables are seriously neglected in present measurement practices.

The organizational variables were defined by Likert in the following manner.

> "Causal" variables include the structure of the organization and management's policies, decisions, business and leadership strategies, skills and behavior.
>
> The "intervening" variables reflect the internal state and health of the organization, e.g., the loyalties, attitudes, motivations, performance goals, and perceptions of all members and their collective capacity for effective interaction, communication, and decision making.
>
> The "end-result" variables are dependent variables which reflect the achievements of the organization, such as its productivity, costs, scrap loss, and earnings. (Likert, 1967, p. 29)

The interrelationships of these variables were shown by Likert (1967, p. 75, see Figure 1). According to Likert (1967, pp. 76-77) the causal variables can be altered or modified and they are independent variables. The intervening variables are produced largely by the causal variables and they in turn have an influence upon the end-result variables. Likert (1967, p. 77) also claimed that the variables, as shown schematically in Figure 1, reveal a direction of causality and the importance of an especially important variable, time.

To get a more accurate picture of organizational health and productivity, it is important to be able to show what is happening with regard to the causal variables such as management philosophy, supervisory behavior, and organizational structure; intervening variables such as attitudes, expectations and motivational forces; and, end-result variables such as programs, cost and achievement. Likert (1967, Appendix II, pp. 197-211) has developed a "Profile of Organizational Characteristics" which plot eight organizational processes and sub-categories for each along a continuum ranging from System I (exploitive-authoritarian) to System II (benevolent-authoritarian) to System III (consultative) to System IV (participative). The processes and sub-categories as listed below are identified by Likert (1967, p. 143) as being causal, largely causal, or intervening.

If a manager has:

Well-organized plan of operation
High performance goals
High technical competence

and if the manager manages via:

	SYSTEMS 1 or 2	SYSTEM 4
Causal Variables	(direct pressure for results, including carrot and stick and other practices of the traditional system)	(stresses the importance and dignity of individuals, group methods of supervision and overlapping groups involved in decision-making)

his organization will display:

Intervening Variables	Less group loyalty Lower performance goals Greater conflict and less cooperation Less technical assistance to peers Greater feeling of unreasonable pressure Less favorable attitudes toward superiors Lower motivation to produce	Greater group loyalty Higher performance goals Greater cooperation More technical assistance to peers Less feeling of unreasonable pressure More favorable attitudes toward superiors Higher motivation to produce

and his organization will reach:

End-Result Variables	Lower production levels Higher costs of production Lower quality of product Less satisfaction to members of the organization and to the public it serves	Higher production levels Lower cost of production Higher quality of product Greater satisfaction to members of the organization and the public it serves

Figure 1. Likert, R. *The human organization: Its management and value*. New York: McGraw-Hill, 1967, p. 76.

1.	Leadership processes used	
1.1	Extent to which superiors have confidence and trust in subordinates	Causal
1.2	Extent to which subordinates in turn have confidence and trust in superiors	Intervening
1.3	Extent to which superiors display supportive behavior toward others	Causal
1.4	Extent to which superiors behave so that subordinates feel free to discuss important things about their jobs with their immediate superior	Causal
1.5	Extent to which immediate superior in solving job problems generally tries to get subordinates' ideas and opinions and make constructive use of them	Causal
2.	Character of motivational forces	
2.1	Underlying motives tapped	Causal
2.2	Manner in which motives are used	Causal
2.3	Kinds of attitudes developed toward organization and its goals	Intervening
2.4	Extent to which motivational forces conflict with or reinforce one another	Intervening
2.5	Amount of responsibility felt by each member of organization for achieving organization's goals	Intervening
2.6	Attitudes toward other members of the organization	Intervening
2.7	Satisfaction derived	Intervening
3.	Character of communication process	
3.1	Amount of interaction and communication aimed at achieving organization's objectives	Intervening
3.2	Direction of information flow	Intervening
3.3	Downward communication	
3.31	Where intitiated	Intervening
3.32	Extent to which superiors willingly share information with subordinates	Causal

3.33	Extent to which communications are accepted by subordinates	Intervening
3.4	Upward communication	
3.41	Adequacy of upward communication via line organization	Intervening
3.42	Subordinates' feeling of responsibility for initiating accurate upward communication	Intervening
3.43	Forces leading to accurate or distorted information upward	Intervening
3.44	Accuracy of upward communication via line	Intervening
3.45	Need for supplementary upward communication system	Intervening
3.5	Sideward communication, its adequacy and accuracy	Intervening
3.6	Psychological closeness of superiors to subordinates (i.e., friendliness between superiors and subordinates)	Largely Causal
3.61	How well does superior know and understand problems faced by subordinates	Intervening
3.62	How accurate are the perceptions by superiors and subordinates of each other	Intervening

4. Character of interaction-influence process

4.1	Amount and character of interaction	Largely Causal
4.2	Amount of cooperative teamwork present	Intervening
4.3	Extent to which subordinates can influence the goals, methods, and activity of their units and departments	Intervening
4.31	As seen by superiors	Intervening
4.32	As seen by subordinates	Intervening
4.4	Amount of actual influence which superiors can exercise over the goals, activities, and methods of their units and departments	Intervening

4.5	Extent to which an effective structure exists enabling one part of organization to exert influence upon other parts	Causal
5.	Character of decision-making process	
5.1	At what level in organization are decisions formally made?	Largely Causal
5.2	How adequate and accurate is the information available for decision-making at the place where decisions are made?	Intervening
5.3	To what extent are decision makers aware of problems, particularly those at lower levels in the organization?	Intervening
5.4	Extent to which technical and professional knowledge is used in decision-making	Intervening
5.5	Are decisions made at the best level in the organization as far as	
5.51	Availability of the most adequate and accurate information bearing on the decision	Intervening
5.52	The motivational consequences (i.e., does the decision making process help to create the necessary motivations in those persons who have to carry out the decision?)	Intervening
5.6	To what extent are subordinates involved in decisions related to their work?	Largely Causal
5.7	Is decision making based on man-to-man or group pattern of operation? Does it encourage teamwork?	Largely Causal
6.	Character of goal setting or ordering	
6.1	Manner in which usually done	Causal
6.2	To what extent do the different hierarchical levels tend to strive for high performance goals?	Intervening

6.3	Are there forces to accept, resist, or reject goals?	Intervening
7.	Character of control processes	
7.1	At what hierarchical levels in organization does major or primary concern exist with regard to the performance of the control function?	Largely Causal
7.2	How accurate are the measurements and information used to guide and perform the control function, and to what extent do forces exist in the organization to distort and falsify this information?	Intervening
7.3	Extent to which the review and control functions are concentrated	Largely Causal
7.4	Extent to which there is an informal organization present and supporting or opposing goals of formal organization	Intervening
7.5	Extent to which control data (e.g., accounting, productivity, cost, etc.) are used for self-guidance or group problem solving by managers and non-supervisory employees, or used by superiors in a punitive policing manner	Intervening
8.	Performance goals and training	
8.1	Level of performance goals which superiors seek to have organization achieve	Intervening
8.2	Extent to which you have been given the management training you desire	Intervening
8.3	Adequacy of training resources provided to assist you in training your subordinates	Intervening

Likert has used these above variables to develop an instrument called the "Likert Profile of a School." Hall (1972, pp. 586-590) reported a study which compares the Halpin and Croft's organizational climates and Likert and Likert's organizational systems. Hall's findings are interesting to note in this comparison.

> The positively significant relationship found between organizational climates classified by the OCDQ and organizational systems classified by the Profile of a School supports the concept that the organizational model from which the OCDQ was developed is comparable to that from which the Profile of a School was developed.
>
> It appears that organizational structures do differ along certain lines, which supports attempts to classify them. All of the schools classified by the OCDQ as open were classified as either system III or system IV by the Likert Profile, but only nine of the thirty schools classified as closed by the OCDQ belonged to systems I and II according to the Likert questionnaire. Analysis of available data gave no explanation for these phenomena. (Hall, 1972, p. 589)

The important contribution of the Likert model, however, does not lie in its being able to discriminate whether a school organization is a system I, II, III, or IV type, but its value as used in this research is that it can permit diagnosis of dysfunction of a system and provide direction for the development of organizational health. The Likert organizational model is an open system's one, for it meets almost all eight areas for data gathering called for by Owens (1970, p. 170) and listed on page 7 of this report. Even more importantly, based on over 20 years of research by Likert and his associates, it identifies organizational processes which can provide direction for improving organizational effectiveness.

Diagnostic Survey for Leadership Improvement

The Likert theory was chosen as the foundation upon which the Diagnostic Survey for Leadership Improvement (DSLI) was developed. The purpose for the development of the DSLI was not to characterize the climate of schools, but was to diagnose areas of difficulty that school leaders were having with the causal and intervening variables as tapped through Likert's organizational process. The

DSLI is designed to diagnose the problems which students, teachers, and administrators are having in key school organizational processes. The diagnosis is given for the department, the overall school, and the overall system.

Unintended Consequences

The notion of diagnosing problems in the human organization is not dissimilar to the medical approach to health and the treatment of sickness; i.e., diagnoses provide clues to treatment. The theoretical underpinning for this idea of the need for diagnosis in the realm of organizational behavior comes from Chris Argyris.

> Let us pause to make it clear that we are not suggesting that all organizations suppress individuals' self-expression nor that all individuals desire psychological success. The basic hypothesis is that the organization will tend to develop unintended consequences when there is a lack of congruency between individual needs and organizational demands. Although we have focused on the incongruency between the need for psychological success and the requirements of the lower levels of organization, this is not the only possible incongruency. We predict the same unintended consequences will occur if the individual does not desire to experience psychological success and the organization requires an individual to do so.
>
> On the other hand, the unintended adaptive activities already discussed should not tend to exist where there is a significant degree of congruency between individual needs and organizational demands - for example, if the individual does need to experience psychological success and the organization requires it, and if the individual does not desire to experience psychological success and the organization makes it difficult to do so. (Argyris, 1964, p. 67)

Another notion that the investigator has is that students comprise the majority population in school organizations and that any measure of organizational effectiveness must include an attempt to investigate incongruencies or discrepancies between student needs and organizational demands. We are all too familiar with the adaptive behaviors and perhaps have not begun to realize fully the unintended consequences that school organizations are causing because of neglect of including students in our organizational studies. If organizational theory is even close to mirroring reality when it stresses the importance of the informal organization, then we can ill afford to ignore the fact that students play a major role in determining the effectiveness of a school organization.

Organization Development (OD)

Another impetus underlying the development of a diagnostic organizational instrument came from the literature dealing with organizational development. Lewin (1958, pp. 197-211) laid the groundwork for an evolving managerial change strategy called organizational development when he developed the notion that individual and group change is most effective when norms and standards regulating member behavior are changed. Bennis (1969, p. 2) defined organization development as a complex educational strategy intended to change the beliefs, attitudes, values, and structure of organizations so that they can better adapt to new technologies, markets, challenges and the dizzying rate of change itself. He believed that through the collection and feedback of relevant data to relevant people, more choices become available and hence better decisions are made. Organization development is the name that Beckhard (1969, p. 7) and others attached to total-system, planned-change efforts for coping with some of the current problems facing managers in modern organizational life. The strategies used by OD agents are: diagnosis, foci of attention with relevant groups and intervention.

Summary

The preceeding material has been given to provide the rationale for the underlying theory and the need to accomplish the purposes of this research. The purposes, restated, were:

1. To investigate, in a number of school systems of various sizes in various regions of the United

States, discrepancies between how it "Is" and how it "Should Be" in various school processes at various levels of the school systems and with different segments of the school population;

2. To provide the participating school systems with the diagnoses to be used for their own purposes;
3. To determine the measurement characteristics of the DSLI; i.e., answers to the questions of reliability and validity;
4. To provide the documentation necessary for replication.

In Chapter II descriptions are given of: (a) procedures of sample selection; (b) the developmental background of the DSLI; (c) procedures used for carrying out the study; and, (d) reporting and recommended data use procedures.

Chapter III presents the statistical procedures, the measures of reliability and validity and norms derived from the national sample.

In Chapter IV conclusions and recommendations are given.

CHAPTER II

METHODS AND PROCEDURES

The Sample

For use in this study, a stratified random sample of school systems from throughout the United States was drawn by the Research Triangle Institute (RTI) of Raleigh, North Carolina. The sample was designed to be representative of all public school systems with enrollment in excess of 5,000 students. The allocation of school systems to the various strata was intended to be in proportion to the total pupil enrollment. In Appendix A (The Chronological Procedure of the Study) a brief description is given of the procedure utilized to contact and enlist system cooperation in the study. In Table 1 the planned sample allocation and number of school systems which did participate are shown.

Table 1

Sample Allocation to School System by Size of System

Size of System (total enrollment)	Number of Systems	Number of Pupils (000)	Planned Sample	Actual Sample
25,000 or more	184	13,247	14	10
10,000 to 24,999	558	8,198	8	7
5,000 to 9,999	1,110	7,725	8	6
Total for Sample Population	1,852	29,170	30	23[a]

[a] Grossmont Union High School System with three participating schools participated in the pretest (1974), but did not participate in the posttest (1975).

As can be seen in the above table, the number of participating systems turned out to be less than originally planned. The time schedule was the major problem in getting the desired number. New York, Los Angeles, Chicago, Philadelphia, and Boston city school systems were all contacted in October, 1973. None of these systems participated, but in each case by the time the answer was given, it was too late to consider making replacement selections. In the New York City district case, the school district officials and principals selected did agree to participate, but the professional union vetoed the agreement. In Boston, survey forms were actually delivered on site, but the racial problems in that school district were so demanding of time and energy that it was decided by the school officials to withdraw from the project.

In Appendix B a complete listing of the participating school systems and participating schools within each system are given. School system stratum identification is also made in this listing. Primarily because of the problems described earlier (enlisting large school system participation) strata 1, 2, and 3 were not utilized. There were two participating school systems in each of strata 4, 6, 7, 9, 10, 11, 13, 14, and 15; there was one participating school system in each of strata 5, 8, 12, 16, and 17. Table 2 shows the distribution of school systems by regions for the strata that were involved in the study.

Table 2

Distribution of Selected School Systems by Stratum

	Strata														
Region	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Total
East[a]												1		1	2
North Central[b]	1		1	1						1	1	1			6
South[c]	1	1	1	1		2	2	2	1		1				12
West[d]					1					1			1		3
Totals	2	1	2	2	1	2	2	2	1	2	2	2	1	1	23

[a] States (2) - Massachusetts, Rhode Island

[b] States (5) - Indiana, Iowa, Kansas, Minnesota, Missouri

[c] States (6) - Alabama, Florida, Louisiana, Tennessee, Texas Virginia

[d] States (2) - California, Oregon

System Selection

Public school system size was the criterion used to determine the parameters for each stratum within the total sample. The model for the national sample called for the selection of two school systems from within each stratum. Under this schema, the first stratum would consist of the two largest school systems in the United States and the cummulative total enrollment of these two systems would form the size parameters (within statistical limits of variability) for the remaining strata. This approach resulted in a cummulative total of 1,882,134 students forming the first stratum of the national sample.

To determine the remainder of the sample, all school systems in the United States were listed in order of descending size of student enrollment down to the predetermined lower limit of 5,000 students. Beginning at the top of this list and working down in descending order of size, school system enrollments were aggregated until the total aggregated enrollment equalled the cummulative total of the two systems in the first stratum. This list of school systems then formed the second stratum of the sample. From this list, two school systems were randomly selected for invitation to participate in the study. This same procedure was successively repeated until all school systems within the United States having student enrollments greater than 5,000 were represented in the pool.

This procedure resulted in 16 strata of two school systems each for completion of the national sample. Because of the atypical nature of the two school systems in the first stratum (to each other or to other school systems in the nation), these two systems were each placed in a separate stratum. This procedure resulted in a final sample pool of 17 strata with stratum one and two consisting of one school system each and the remaining 15 strata consisting of two school systems each. As explained earlier, the time schedule prevented a full implementation of the sampling model. See Table 2 for the distribution of selected participating school systems by stratum.

School Selection

Within each selected school system, the sample design called for the selection of a total of seven schools for participation in the survey research project. Two of the schools were to provide a pool of eleventh grade students and their total staffs for participation in the project;

two schools were to provide a pool of ninth grade students and their total staffs; two schools were to provide a pool of seventh grade students and their total staffs; and, one elementary school was to provide its staff only. The participating schools were selected in the following manner.

All schools within a selected school system that contained a participating grade level (11th, 9th, or 7th) were identified. These schools were listed along with their respective student enrollment in the designated grade. Where actual enrollments by grade were not available for individual schools, approximations of grade level enrollments were made using an approximation formula. Application of this formula results in a statistically acceptable approximation of the grade level enrollment within a particular grade level in a designated school.

These student enrollments were accummulated alongside each entry on the school list to determine the total enrollment in the school system in the selected grade level. This further allowed for the location of the numerical designation for any student within the system. Upon completion of this step, two school selections were made using a table of random numbers. These numerical selections were located on the accummulated listing of student enrollments within the system. The schools in which the designated students were located were the schools selected to participate in the study. Figure 2 gives the approximation formula and a sample application. The procedure was repeated for each grade level within the school system to identify the six schools that involved student participation in the project.

A single elementary school within each school system was selected for faculty participation only in the survey research project. This was accomplished by listing all of the elementary schools within the system and using a table of random numbers to identify the selected school. Appendix B lists the names of the participating schools and the grade level(s) surveyed.

Selection of Staff Participants

All of the professional and non-certified staff personnel in each of the selected schools within a selected system were designated to participate in the survey research project.

$$\frac{\text{State Enrollment per Individual Grade}}{\text{State Enrollment per Total Grades within an Individual School}} \times \text{Total Enrollment of Individual Participating School Unit} = \text{School Enrollment per Grade Level}$$

Sample

$$\frac{\overset{\text{Kansas Enrollment per Eleventh Grade}}{39{,}744}}{\underset{\text{Kansas Enrollment per Grades 10-12}}{120{,}565}} \times \overset{\text{Total Enrollment of School \#1}}{2411} = \overset{\text{Eleventh Grade Enrollment of School \#1}}{795}$$

School #	Grade Range	Total Enrol.	School Enrol. per Grade 11	Cum. Grade Enrol.	Selected Schools
1	10-12	2411	795	795	2* (0882)
2	10-12	1597	527	1322	1* (1404)
3	10-12	2082	687	2009	
4	10-12	2112	697	2706	
5	10-12	2370	782	3488	3* (3545)
6	10-12	2460	811	4299	

*Random numbers selected for identifying selected schools were 1404, 0882, 3545. The school causing the accumulated total to equal or just exceed the random number was the school selected.

Figure 2. Approximation formula and a sample illustrating the random selection of schools by school enrollment data.

Selection of Student Participants

Within each selected school, a student grouping such as homerooms, or English classes that would include and be limited to all students in the designated grade level within the school was identified. The identified groupings were listed. Using a table of random numbers, a quantity of student groupings were selected to provide a total of approximately 140 students per school to participate in the survey research project.

Assignment of Subject Area Response Designations

Student respondents in the survey research project were asked to respond to the leadership within one of four academic departments in their school. The four departments were language arts, social studies, science, and mathematics. The four departments were listed, and using a table of random numbers, one of the four subject areas was assigned to each of the selected student groupings referred to in the preceding section. This resulted in a relatively uniform distribution of student responses to each of the four academic areas within each individual school as well as across all schools in the national study. A fifth student grouping was randomly selected in order to survey one of the remaining four departments (health, physical education and safety; home and industrial arts; vocational education; and, fine arts). These remaining four subject areas were distributed in a balanced manner across all schools in the study.

Table 3 gives the totals, and Table 4 gives the position and department of the people who participated in the study.

Table 3

Number of Total Participants in the National Sample

Position	Totals
Students	11,897
Teachers	4,420
Department Heads	517
Other Certified Staff[a]	561

[a] Other certified staff includes the principals, assistant principals, counselors, and librarians.

Table 4

Number of Participants
in the Subject Areas

Position	Lang. Arts	Soc. St.	Sci.	Math	Phys. Ed.	Ind. Arts	Voc.	Fine Arts
Students	2959	2793	2504	2491	347	211	253	261
Teachers	893	548	430	497	298	301	343	245

Diagnostic Survey Development

In the late sixties and early seventies school desegregation was a major issue in the Georgia school systems. The writer spent much time and effort working with Georgia school systems to help provide smooth transitions from the former dual school system operation to integrated systems. These transitional movements to integrated schools highlighted the human problems in school organizations.

In integrating schools many administrators needed supporting data to justify making changes to integrate the black teachers and students fully into the formerly white school system. In working with these systems the writer suggested to several school superintendents that an instrument based on Likert's Profile of Organizational Characteristics might be helpful in uncovering and dealing with not only the "black people problems," but also the "white people problems." Encouragement to proceed was given and the development of the School Organizational Development Questionnaire (SODQ), which was later named the Diagnostic Survey for Leadership Improvement (DSLI), began.

Early Stages of the SODQ-DSLI

In Chapter I, on pages 17-20, the Likert Profile of Organizational Characteristics is given. This profile was used as the guiding framework for developing the SODQ-DSLI. Originally all eight of the processes described by Likert were used to develop items for inclusion in the SODQ-DSLI.

However, after several factor analyses of the items, three processes were dropped because the factor loadings for items written for those processes caused the items to shift and load in other processes. The three Likert processes dropped were: (a) Character of motivational forces; (b) Character of goal setting or ordering; and, (c) Performance goals and training.

Item Development 1970 to 1973

Rather than describe the writing of all the items at each stage of the SODQ-DSLI development, the ones grouped under one of the Likert processes will be used to describe item development. This Likert process (Leadership Processes Used) has been renamed and is now referred to as "Confidence and Trust."

The first items were written in the Fall of 1970.

Likert's Leadership Processes Used Confidence and Trust	SODQ - 1970 Confidence and Trust Items
1. Confidence and trust in subordinates	1. Your superiors have confidence and trust in you.
2. Confidence and trust in superiors.	2. You have confidence and trust in your superiors.
3. Superiors display supportive behavior.	3. Your superiors treat you in such a way that you have a feeling of self-worth.
4. Superiors behave so that subordinates feel free to discuss things about the job.	4. You feel free to discuss things with your superiors including problems you are having in school.
5. Superiors try to get and use subordinates' ideas.	5. Your superiors try to get and use your ideas and opinions on school life and work problems.

The SODQ was administered in two Georgia school systems to all students in grades 7 through 12 and all certified staff. These two systems were both rural school systems in the mid-eastern section of the state. A total of 2,640 students and 712 teachers were involved in this first administration. An oblique rotation factor analytic treatment was applied to the data obtained from this first administration and each item was rewritten. The number of items was reduced from 47 to 39.

	Likert's Confidence and Trust Process		SODQ - 1970 Confidence and Trust Items
1.	Confidence and trust in subordinates.	1.	Your superiors have confidence and trust in you.
		28.	Your superiors share their feelings and problems with you.
2.	Confidence and trust in superiors.	2.	You have confidence and trust in your superiors.
		31.	You treat your superiors in ways which make them feel that you trust them.
3.	Superiors display supportive behavior.	10.	Your superiors treat you in ways which make you feel important.
4.	Superiors behave so subordinates feel free to discuss things.	26.	You feel free to share your feelings and problems with your superiors.
5.	Superiors try to get ideas.	34.	Your superiors try to get your ideas about school life and work situations.

This revised form of the SODQ was used (1971-72) in the Atlanta Public School System, a Youth Development Center in Macon, Georgia, and in the Coweta Public School System in Newnan, Georgia. Again factor analytic treatment was applied. During this revision the "Dale Chall" and Science Research Associates' "Reading Ease Calculator" were used to write each item at a fourth grade readability level.

Likert's Confidence and Trust Process	SODQ - 1973 Confidence and Trust Items
1. Confidence and trust in subordinates.	1. Your leaders have faith and trust in you.
	4. Your leaders work with you in such a way that you like to do what they expect you to do.
	18. You feel friendly with your leaders.
	32. Your leaders share their feelings with you.
	35. Your leaders share their problems with you.
2. Confidence and trust in superiors.	5. You have faith and trust in your leaders.
	15. You feel close to your leaders.
3. Superiors display supportive behavior.	9. Your leaders treat you in ways which make you feel important.
	11. Your leaders know how it is from your point of view.
4. Superiors behave so that subordinates feel free to discuss things.	23. You share your feelings with your leaders.
	26. You share your problems with your leaders.
5. Superiors try to get ideas.	34. Your leaders try to get your ideas.

Item Development 1973-1976

After the grant from the National Institute of Education (NIE) was awarded, 21 more items were written and the SODQ (now 65 items) was printed by Westinghouse Learning Corporation in a machine scorable booklet. A pretest was administered to 125 schools in 1974. These data were factor analyzed and 13 of the 65 items were eliminated.

The SODQ was renamed and the final version was printed. The name was changed from the School Organizational Development Questionnaire - SODQ, to the Diagnostic Survey for Leadership Improvement - DSLI, because principals in the field expressed the feeling that the survey would be less threatening if the diagnostic aspect was stressed.

In 1975 the posttest was given and subsequent factor analyses were performed. The final placement of items in organizational processes is shown below.

Factor 1 - Confidence and Trust. The perceived and desired degree of trust, cooperation, and closeness as they exist between formal school leaders and their subordinates.

Likert's Confidence and Trust Process	DSLI - 1976 Confidence and Trust Items and Factor Loadings
1. Confidence and trust in subordinates.	1. Your leaders have faith and trust in you. (.72)
	4. Your leaders work with you in such a way that you like to do what they expect you to do. (.58)
	12. True and complete information is used to rate what you and your peers do. (.41)
	18. You feel friendly with your leaders. (.53)
	49. Your leaders share with you most of the information you need or want. (.45)
2. Confidence and trust in superiors.	5. You have faith and trust in your leaders. (.66)
	15. You feel close to your leaders. (.51)
	44. Your peers accept what is expected of them. (.65)

3. Superiors display supportive behavior.	16. Your leaders leave you free to control your behavior. (.80)
	32. Your leaders support and back you up. (.66)
	41. Needed work gets done because of the way your leaders and peers work together. (.63)
4. Superiors behave so that subordinates feel free to discuss things.	14. Leaders are told what they should know in an open way by the ones who are involved. (.51)
	26. You share your problems with your leaders. (.47)
5. Superiors try to get ideas.	17. When decisions are made they are based on information which you think is right and fair. (.62)

Factor 2 - Communication. The perceived and desired adequacy of communication as it is expressed upward, downward, and laterally in the school organization.

Likert's Character of Communication Process	DSLI - 1976 Communication Items and Factor Loadings
1. Amount of interaction and communication aimed at achieving organization's objectives.	33. You communicate with leaders to help improve things. (.59)
2. Downward communication 2.1 Where initiated 2.2 Extent to which superiors willingly share information with subordinates 2.3 Extent to which communications are accepted by subordinates	20. Ideas for ways to improve things come from all concerned. (.47) 25. Your leaders show that work done by you and your peers is important. (.60) 13. You know how things are from your leader's point of view. (.35)

3. Upward communication 3.1 Adequacy of upward communication 3.2 Subordinates' feelings of responsibility for initiating accurate upward communication 3.3 Forces leading to accurate or distorted information upward 3.4 Accuracy of upward communication	24. You are able to improve things. (.80) 30. You and your peers tell it "like it is" to your leaders. (.53) 34. Your leaders try to get your ideas. (.59)

Factor 3 - Control. The perceived and desired use of organizational reward and penalty mechanisms as this use operates to accomplish school tasks.

Likert's Character of Control Process	DSLI - 1976 Control Items and Factor Loadings
1. At what hierarchical levels in organization does major or primary concern exist with regard to the performance of the control function?	29. Those not in charge show as much concern about a job being done as do leaders. (.35) 42. Your leaders try to get you to reach high goals. (.55)
2. How accurate are the measurements and information used to guide and perform the control function, and to what extent do forces exist in the organization to distort and falsify this information.	51. Information on what you do and how well you do it is used to help solve problems. (.63)
3. Extent to which the review and control functions are concentrated.	41. You take part in judging your performance. (.46)

4. Extent to which there is an informal organization present and supporting or opposing goals of formal organization.	28. Your leaders provide chances for you to work with your peers in friendly ways. (.50) 31. You have the chance to show concern for others. (.52) 36. You are encouraged to give help to others to make things better. (.64)
5. Extent to which control data are used for self-guidance or group problem solving by managers and non-supervisory employees, or used by superiors in a punitive policy manner.	6. Your leaders use what they know about "how you are doing" to help you improve. (.51)

Factor 4 - Decision-Making. The perceived and desired adequacy of the basic structure and method as they operate to make school organizational decisions.

Likert's Character of Decision-Making Process	DSLI - 1976 Decision-Making Items and Factor Loadings
1. At what level in organization are decisions formally made?	7. Decisions are made through teamwork. (.54) 39. You or your peers influence what happens to you. (.68)
2. How adequate and accurate is the information available for decision-making at the place where decisions are made?	10. You or your peers take a part in making decisions which affect you. (.42)
3. To what extent are decision makers aware of problems, particularly those at lower levels in the organization?	11. Your leaders know how it is from your point of view. (.50) 38. The people who make decisions which affect you are aware of the things you face. (.46)

4. Extent to which technical and professional knowledge is used in decision-making.	22. When your leaders know your ideas they try to use them. (.44)
5. Are decisions made at the best level in the organization as far as: 5.1 Availability of the most adequate and accurate information bearing on the decision 5.2 The motivational consequences (i.e., does the decision-making process help to create the necessary motivations in those persons who have to carry out the decision?)	35. Your leaders use your help to solve a common problem. (.46) 3. You or your peers can take part in improving things. (.39)
6. To what extent are subordinates involved in decisions related to their work?	37. Decisions are made by those close to the problem source. (.58)
7. Is decision-making based on man-to-man or group pattern of operation? Does it encourage teamwork?	2. Teamwork is used to improve things. (.39)

Factor 5 - Interaction-Influence. The perceived and desired individual and group interaction as they influence the accomplishment of school tasks.

Likert's Character of Interaction-Influence Process	DSLI - 1976 Interaction-Influence Items and Factor Loadings
1. Amount and character of interaction.	45. Your leaders work with you and your peers in friendly ways. (.56) 48. Most all work together to get the job done. (.55)

2. Amount of cooperative teamwork present.	50. Most all get along well and help each other. (.51)
3. Extent to which subordinates can influence the goals, methods and activity of their units and departments.	27. You or your peers can help bring about changes in what is done. (.34)
	47. Things are organized so that you or your peers can help make decisions. (.61)
	52. The leaders work with their peers and people below them to make the decisions. (.56)
4. Amount of actual influence which superiors can exercise over the goals, activities, and methods of their units and departments.	8. Your leaders discuss with you or your peers ways to improve things. (.49)
	9. Your leaders treat you in ways which make you feel important. (.53)
	46. Your leaders use what they "find out" to make things better. (.64)
5. Extent to which an effective structure exists enabling one part of organization to exert influence over other parts.	40. Decisions are made in such a way that you do not mind carrying them out. (.47)

Directions for Improvement

As a result of field visitations to participating schools, "Directions for Improvements" were developed for each of the 52 items. Principals repeatedly asked project staff for ideas about what corrective action to take when they received data reports on the results. It was not possible to program specific treatment recommendations to apply to each DSLI item for each of the various positions and levels. However, it was decided that general suggestions could be developed from the Likert theory for each item.

These suggestions were developed and built into the computer program report, so that every time the computer printed out the ten items with the highest intensity score, "Directions for Improvement" were printed alongside the corresponding items. The 52 "Directions for Improvement" are given in Appendix C. Examples of the "Directions for Improvement" for items and the Likert theoretical base source in each of the five organizational processes (factors) are given below.

Factor 1 - Confidence and Trust. The Likert base for the DSLI item 1 (Your leaders have faith and trust in you) is, "Complete confidence and trust in all matters." The corresponding direction for improvement is, "Leaders demonstrate by their actions that they value contributions which subordinates make to organizational tasks."

Factor 2 - Communication. The Likert base for the DSLI item 33 (You communicate with leaders to help improve things) is, "Much interaction and communication aimed at achieving the organization's objectives with both individuals and groups." The corresponding direction for improvement is, "Encourage subordinates to communicate problems and base action decisions upon this communication."

Factor 3 - Control. The Likert base for the DSLI item 29 (Those not in charge show as much concern about a job being done as do leaders) is, "Concern for performance of control functions likely to be felt throughout organization." The corresponding direction for improvement is, "Subordinate participation in the identification of organizational tasks promotes mutual concern for successful task completion."

Factor 4 - Decision-Making. The Likert base for the DSLI item 7 (Decisions are made through teamwork) is, "Decision making widely done throughout organization, although well integrated through linking process provided by overlapping groups." The corresponding direction for improvement is, "Representatives from different organizational levels form decision-making teams."

Factor 5 - Interaction-Influence. The Likert base for the DSLI item 45 (Your leaders work with you and your peers in open and friendly ways) is, "Extensive, friendly interaction with high degree of confidence and trust." The corresponding direction for improvement is, "Leaders should structure tasks whereby leaders and/or subordinates can interact in an open and friendly way."

The Use and Administration of the DSLI

The 52 items in the DSLI are designed to diagnose the discrepancies and the intensity of these discrepancies as related to the "is's" and "should be's" of the items in defined organizational processes. The basic assumption undergirding the diagnosis is one stated by Chris Argyris in his book, Integrating the Individual and the Organization (1964).

> The organization will tend to develop unintended consequences when there is a lack of congruency between individual needs and organizational demands. (Argyris, 1964, p. 67)

By determining where there are incongruencies between organizational demands (causal variables) and individual needs (intervening variables) the school organization can develop intervention strategies which, when implemented, will result in a more efficient operation as concerns the way people work together in schools. These incongruencies are diagnosed for the students, teachers, and administrators at the teaching, department, school, and overall system levels.

Purposes

The purposes of this Diagnostic Survey for Leadership Improvement (DSLI) are: (1) to diagnose the problems which students, teachers, and administrators are having in the communication, control, decision-making, interaction-influence, and confidence and trust processes at the teaching, department, school, and system levels; (2) to determine if the problems are more or less serious with minority racial groups in the school and with subgroups at the various levels; (3) to provide the ten most critical items (measured by intensity of difference between the "Is" and "Should Be" responses) of each subgroup at the level surveyed; (4) to give "Directions for Improvement" (derived from the theoretical framework used) for each "Critical Item" identified; (5) to stimulate the development of intervention strategies (based upon the "Directions for Improvement") by encouraging leaders at each level to develop "Action Plans" to reduce the intensity of the ten items identified.

Use

The school is the basic unit of analysis. In a school system of any size, an individual school, any number of schools, or all the schools in the entire system are able to use the DSLI. Each item in the survey has been determined to be on a fourth grade reading level. This determination of reading level is based on both the Dale/Chall and the SRA formulas. In the national study the DSLI has been used with random samples of students in the seventh, ninth, and eleventh grades. It has been used with all professional staff who attend school faculty meetings in elementary, middle or junior high, and senior high participating schools. All staff assigned to a school who usually attend professional faculty meetings are the ones who take the survey. It is recommended that all students in a middle grade level (grade 7 is the middle grade level for a school with grades 6, 7, 8; grades 10 and 11 are the middle grade levels for a school with grades 9, 10, 11, and 12) be used as the student population. Random sampling procedures for selection of students at a grade level may be used. If a random selection procedure is used, it is recommended that a minimum of 30 students be used for each teaching area to be surveyed. Students can be surveyed in each of the eight identified subject areas or the student survey can be restricted to the four major subject areas (language arts, social studies, science, and mathematics).

Students respond to the leadership patterns of teachers in one of eight specified subject areas (language arts; social studies; science; mathematics; health/physical education/safety; home/industrial arts; vocational education; fine arts). Students also respond to the leadership patterns of the principal's staff and/or the principal.

Teachers respond to the leadership patterns of their department chairman. Teachers also respond to the leadership patterns of the principal's staff and/or the principal.

Department chairmen and area coordinators respond to the leadership patterns of the principal's staff and/or the principal.

The other certified staff [assistant principal(s), counselor(s), librarian(s), etc.] respond to the leadership patterns of the principal's staff and/or the principal. They also respond to the leadership patterns of the person(s) directly above the principal in the central office.

The principal responds to the leadership pattern of the person(s) in the school system to whom he is directly responsible.

Directions for Administering the DSLI

Detailed programmed instructions, "Instructions for Administering the Diagnostic Survey for Leadership Improvement (DSLI)," are able to be used by personnel from within the school being surveyed. It is recommended that the survey be administered by someone in the school who is not one of the leaders being surveyed. Most all respondents who have taken the survey have been able to complete it within the recommended time (40 minutes). This time includes passing out materials, giving instructions and responding to all the items. A copy of the DSLI and instructions for administering it can be seen in Appendix D, pages 141 to 146.

The survey should be administered near the end of the second quarter (or first semester) operation in any particular year. This permits time in that school year to receive the results and to make action plans for implementing improvement interventions. If a re-survey is desired, then plans should be made to re-administer the survey approximately one year later to all of the staff attending faculty meetings and to students in the same subject areas and at the same grade level as was previously surveyed.

The DSLI can be machine scored and reports generated and returned to the school within a month after the survey has been completed. A school that gives the survey before Christmas can have the reports back by the end of January. Within the next two months (by the end of March) data can be analyzed and action plans developed at each level. Three months after the survey has been administered, implementation of action plans can begin.

Scoring and Reporting

The DSLI will undoubtedly be used for research, and this, indeed, was one of the purposes for its development. However, another, perhaps more central purpose, was to provide a tool which would be available to help school people at every level to improve the quality of the interactions which they have with students and with one another as they work to accomplish school tasks. The central theme of the DSLI is:

> The organization will tend to develop unintended consequences when there is a lack of congruence between individual needs and organizational demands. (Argyris, 1964, p. 67)

The scoring method, reporting procedures, and the notion of developing "action plans," were all developed for the purpose of reducing unintended consequences and improving the quality of human interaction in schools.

Scoring

Students, teachers, department heads, and other certified staff (principals, assistant principals, counselors, librarians) all respond to items in the survey.

Students respond to teachers in a specified subject area and to the principal and his staff.

Teachers respond to department chairmen and to the principal and his staff.

Department heads and others respond to the principal.

The other certified staff (principals, assistant principals, counselors, and librarians) respond to the central office.

Below is a sample item taken from the DSLI booklet.

		SUBJECT AREA OR DEPARTMENT LEVEL					OVERALL SCHOOL PRINCIPAL LEVEL					OVERALL SYSTEM SUPERINTENDENT LEVEL				
Statement		I Don't Know 0	Almost Never 1	Sometimes 2	Very Often 3	Almost Always 4	I Don't Know 0	Almost Never 1	Sometimes 2	Very Often 3	Almost Always 4	I Don't Know 0	Almost Never 1	Sometimes 2	Very Often 3	Almost Always 4
Your leaders have faith and trust in you.	IS	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	SB	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○

An item is scored by using the "Is" and "Should Be" response scale. The scale is:

0 - I don't know (?)
1 - Almost Never (AN)
2 - Sometimes (S)
3 - Very Often (VO)
4 - Almost Always (AA)

Means. Means are then obtained by multiplying the frequencies in each column by the scale and summing the scores, and then dividing by the total frequency. The "I don't know" responses are not used to calculate means. Examples of obtaining means for the "Is" and "Should Be" responses are given below.

Example: Is mean derivation

	AN		S		VO		AA		N
Is frequencies	59	+	70	+	43	+	41	=	213
Is scale	x1		x2		x3		x4		
									Score
	59	+	140	+	129	+	164	=	492

Is mean 2.13 = 492 (score) ÷ 213 (number responding)

Example: Should Be mean derivation

	AN		S		VO		AA		N
Should Be frequencies	19	+	51	+	62	+	95	=	227
Should Be scale	x1		x2		x3		x4		
									Score
	19	+	102	+	186	+	380	=	687

Should Be mean 3.03 = 687 (score) ÷ 227 (number responding)

Discrepancy score. A discrepancy score (Should Be mean minus Is mean) is derived to determine the direction of the problem: i.e., is the leader doing less than or more than subordinates desire. This can be illustrated by using the numbers of the above means in two different ways.

Item 1. Your leaders have faith and trust in you.

SB (Should Be) mean	3.03	
minus Is mean	-2.13	
LESS THAN SUBORDINATES DESIRE	+ .90	Discrepancy

SB (Should Be) mean	2.13	
minus Is mean	-3.03	
MORE THAN SUBORDINATES DESIRE	- .90	Discrepancy

Rather than assuming that subordinates want a Likert System IV leadership pattern, the DSLI assumes that there are problems only when the leadership pattern and structure is different from the subordinates' desires. By computing a discrepancy score it is possible to detect the direction of this difference. The computer records the minus (-) sign only to indicate direction.

Intensity score. The intensity score is derived by squaring the "Is" and "Should Be" means and then subtracting the squared "Is" mean from the squared "Should Be" mean (Intensity = $\overline{SB}^2 - \overline{IS}^2$). The reasoning underlying the intensity score is that a discrepancy score does not reveal the intensity of the difference. The researcher believes that a "Should Be Almost Always" and "Is Often" difference is more intense than a "Should Be Sometimes" and "Is Almost Never." This is best illustrated in Figure 3 (see page 48).

Intensity score scale. The intensity score scale indicates the incongruence and the intensity of this incongruence between the causal and intervening variables. The scale ranges theoretically from 0 to 15 (0....5....10 ....15).

Discrepancies between the "Is" and "Should Be" responses can go in either a positive or negative direction. In order to provide an intensity score scale which gives equal value to both positive and negative discrepancies and also does not distort the overall intensity score, it was decided that when a negative score was obtained to reverse the scale. Figure 4 illustrates the way that reversing the scale preserves the intensity value of the intensity score scale regardless of the discrepancy direction. Items with negative discrepancy are identified by an examination of the "Is" and "Should Be" means in the report.

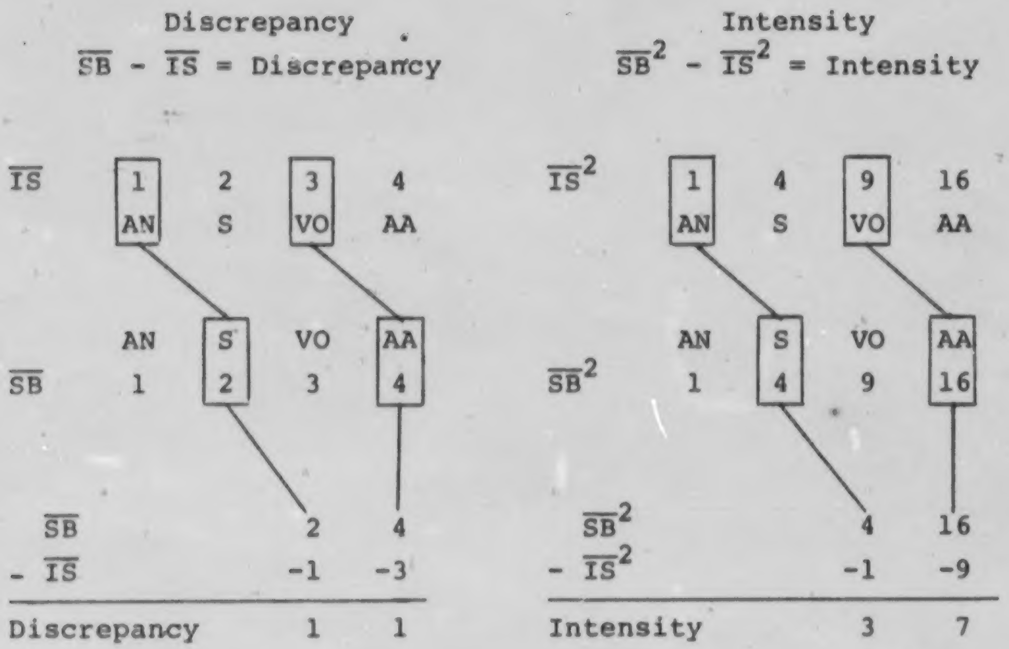
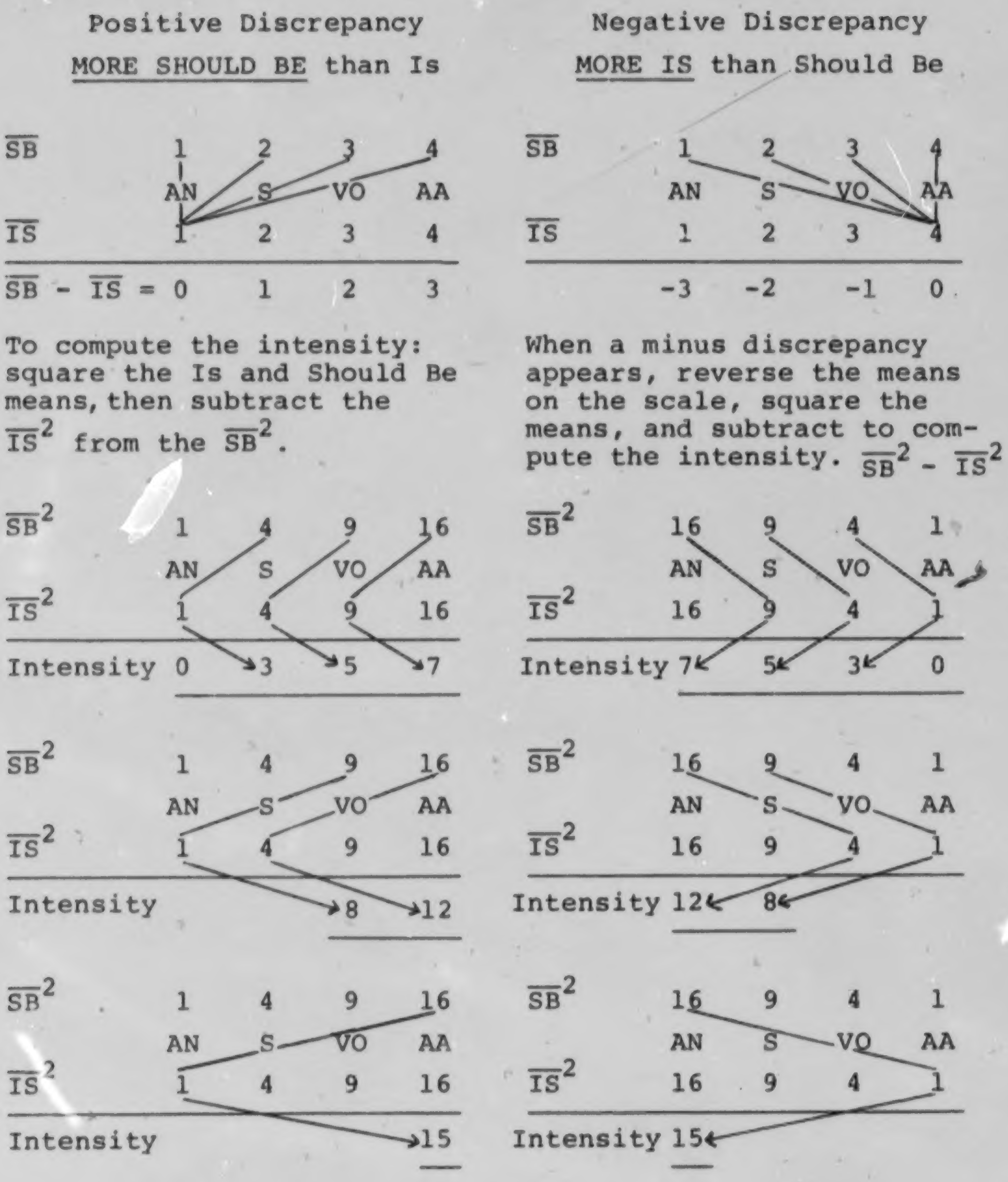

Discrepancy
$\overline{SB} - \overline{IS}$ = Discrepancy
$\overline{IS}$
1 2 3 4
AN S VO AA
AN S VO AA
$\overline{SB}$
1 2 3 4
$\overline{SB}$ 2 4
- $\overline{IS}$ -1 -3
Discrepancy 1 1
Intensity
$\overline{SB}^2 - \overline{IS}^2$ = Intensity
$\overline{IS}^2$
1 4 9 16
AN S VO AA
AN S VO AA
$\overline{SB}^2$
1 4 9 16
$\overline{SB}^2$ 4 16
- $\overline{IS}^2$ -1 -9
Intensity 3 7

Figure 3. An illustration of the difference between discrepancy and intensity scores.



Positive Discrepancy

MORE SHOULD BE than Is

Negative Discrepancy

MORE IS than Should Be

To compute the intensity: square the Is and Should Be means, then subtract the $\overline{IS}^2$ from the $\overline{SB}^2$.

When a minus discrepancy appears, reverse the means on the scale, square the means, and subtract to compute the intensity. $\overline{SB}^2 - \overline{IS}^2$

$\overline{SB}$ 1 2 3 4
AN S VO AA
$\overline{IS}$ 1 2 3 4
$\overline{SB} - \overline{IS}$ = 0 1 2 3
$\overline{SB}$ 1 2 3 4
AN S VO AA
$\overline{IS}$ 1 2 3 4
-3 -2 -1 0
$\overline{SB}^2$ 1 4 9 16
AN S VO AA
$\overline{IS}^2$ 1 4 9 16
Intensity 0 3 5 7
$\overline{SB}^2$ 16 9 4 1
AN S VO AA
$\overline{IS}^2$ 16 9 4 1
Intensity 7 5 3 0
$\overline{SB}^2$ 1 4 9 16
AN S VO AA
$\overline{IS}^2$ 1 4 9 16
Intensity 8 12
$\overline{SB}^2$ 16 9 4 1
AN S VO AA
$\overline{IS}^2$ 16 9 4 1
Intensity 12 8
$\overline{SB}^2$ 1 4 9 16
AN S VO AA
$\overline{IS}^2$ 1 4 9 16
Intensity 15
$\overline{SB}^2$ 16 9 4 1
AN S VO AA
$\overline{IS}^2$ 16 9 4 1
Intensity 15

Figure 4. An illustration of the computation of intensity scores for positive and negative discrepancies.

Reporting

The reports went through several stages of development. At each stage the major objective was to develop a manageable usable report. The principals participating in the study were most helpful by reacting to the proposed report form, and then suggesting changes in the report form used in the pretest, and, finally, the form used in the posttest.

The report for secondary schools consists of as many as ten sections. A report for elementary schools has a maximum of two sections. Elementary schools will have Section 1 and Section 10 of the ten sections listed below.

- Section 1
    - Overall School Level (16 pages)
        - Information about Subgroups
        - All Items - Total Group
        - Individual Items Pages
        - Factor Summary Page
        - Critical Items - Students
        - Critical Items - Teachers
        - Critical Items - Department Heads
        - Critical Items - Other Certified

- Section 2
    - Language Arts Department Level (13 pages)
        - All Items - Total Group
        - Individual Items Pages
        - Factor Summary Page
        - Critical Items - Students to Teachers
        - Critical Items - Teachers to Department Heads

- Section 3
    - Social Studies Department Level (13 pages)
        - All Items - Total Group
        - Individual Items Pages
        - Factor Summary Page
        - Critical Items - Students to Teachers
        - Critical Items - Teachers to Department Heads

- Section 4
    - Science Department Level (13 pages)
        - All Items - Total Group
        - Individual Items Pages
        - Factor Summary Page
        - Critical Items - Students to Teachers
        - Critical Items - Teachers to Department Heads

Section 5
- Mathematics Department Level (13 pages)
  - All Items - Total Group
  - Individual Items Pages
  - Factor Summary Page
  - Critical Items - Students to Teachers
  - Critical Items - Teachers to Department Heads

Section 6
- Health, Physical Education, and Safety Department Level (13 pages)
  - All Items - Total Group
  - Individual Items Pages
  - Factor Summary Page
  - Critical Items - Students to Teachers
  - Critical Items - Teachers to Department Heads

Section 7
- Home and Industrial Arts Department Level (13 pages)
  - All Items - Total Group
  - Individual Items Pages
  - Factor Summary Page
  - Critical Items - Students to Teachers
  - Critical Items - Teachers to Department Heads

Section 8
- Vocational Education Department Level (13 pages)
  - All Items - Total Group
  - Individual Items Pages
  - Factor Summary Page
  - Critical Items - Students to Teachers
  - Critical Items - Teachers to Department Heads

Section 9
- Fine Arts Department Level (13 pages)
  - All Items - Total Group
  - Individual Items Pages
  - Factor Summary Page
  - Critical Items - Students to Teachers
  - Critical Items - Teachers to Department Heads

Section 10
- Overall System Level (12 pages)
  - All Items - Other Certified Staff
  - Individual Items Pages
  - Factor Summary Page
  - Critical Items - Other Certified Staff to Central Office

The data for Section 10 (Overall System Level) are obtained by combining the other certified staff [principal, assistant principal(s), counselor(s), and librarian(s)] from each participating school into one report for the overall system. This procedure (combining school other certified staff) provides anonymity for the respondents.

Information about subgroups page. On this page, which is given only for Section 1, the number (N) and the percentage of total, students, teachers, department heads, and other certified staff are reported for the following areas:

Subject area or department
Race
Sex
Staff age
Staff experience
Student age
Student grade level

All items - total group page. Each of the ten sections have an all items-total group page. Data from all 52 DSLI items concerning the section or level (overall school, language arts department, etc.) are reported. These data are given for the following areas as applicable to the particular level.

TOTAL
1. BLACK
2. WHITE
3. ORIENTAL
4. AMERICAN INDIAN
5. PUERTO RICAN
6. MEXICAN AMERICAN
7. CUBAN

STUDENTS
1. BLACK
2. WHITE
3. OTHER

TEACHERS
1. BLACK
2. WHITE
3. OTHER

DEPARTMENT HEADS
1. BLACK
2. WHITE
3. OTHER

OTHER CERTIFIED STAFF
1. BLACK
2. WHITE
3. OTHER

Below is an example of the kind of data given on the report for the above areas on the "IS" side.

IS								ALL ITEMS TOTAL GROUP	
Standard Deviation	MEANS	OMITS	Frequency						
			?	1 AN	2 S	3 O	4 AA		N
1.07	2.30	3	18	22	26	16	15	TOTAL	270

Starting on the extreme left the standard deviation is reported. In the above example the standard deviation is 1.07. A way of interpreting the standard deviation is to use the following suggested guide.

0 - .59	Strong Consensus	Consensus 0 - 1.09
.60 - .89	Partial Consensus	
.90 - 1.09	Weak Consensus	
1.10 - 1.59	Diversity	Diversity 1.10 and over
1.60 - +	Extreme Diversity	

The means column reports the mean of the 15 responses. See page 46 for an explanation of mean computation. The omits column in the example above indicates that 3% of all the responses (52 items) recorded for the total group (270 N) were omitted. The frequency columns in the example above indicate that 18% responded that they did not know (?); 22% responded almost never (AN); 26% responded sometimes (S); 16% responded often (O); and, 15% responded almost always (AA).

For the "SHOULD BE" side the following data are given:

N	%	SHOULD BE								Intensity Score
		Frequency					Omits	Means	Standard Deviation	
		?	1 AN	2 S	3 O	4 AA				
270	100	13	7	19	23	35	3	3.03	.89	3.89

Again, the frequencies and omits are reported as percentages. The "Should Be" mean (3.03) and the standard deviation (.89) are given for the "Should Be" responses. The last column reports the intensity score (3.89).

This all items total group page can be used to give at least two kinds of important information.

1. The intensity score can indicate the probable existence of a minority group problem and the probable location of that problem by position. For example, if the minority group's intensity score is higher than the majority group's, then there may be a minority group basis for leadership dissatisfaction. This possible minority group basis can be further traced to the school position(s); i.e., students, teachers, other certified staff.

2. The intensity score can also be used to examine leadership dissatisfaction by position. For example, if the student group has a higher intensity score than either the teachers or the other certified staff, then this might indicate the group with whom the principal could target his leadership improvement efforts.

Individual items pages. These pages list each item in the DSLI sequentially and give the standard deviations, frequency percentages, and the intensity scores for each respondent group. These items pages are included primarily to give the school leader back-up data to indicate how the most intense items were compiled.

Factor summary page. On this page all the items comprising each of the DSLI factors (Confidence and Trust, Communication, Control, Interaction-Influence, and Decision-Making) are totaled and reported for each factor. By examining the intensity scores for each factor, the leader can prioritize his improvement efforts.

Critical items pages. One page per respondent group is given identifying the ten items with the highest intensity scores. The items are ranked from the highest intensity of the ten, listed first, to the lowest, listed tenth. The item is printed alongside the intensity score. The corresponding "Direction for Improvement" is given opposite the item.

These pages are the most important pages of each section of the report. The school leader has 1 to 4 pages to which he is encouraged to pay critical attention. The other pages in each of the other sections are helpful and can be examined in whatever depth an individual school leader deems appropriate to his use of the critical items pages.

Action Plans

The "critical items" pages in each of the ten sections identify those ten DSLI items with the highest intensity scores. The "Directions for Improvement" provide general clues as to what to do, but by themselves they are inadequate. It is recommended that action plans be developed to make improvement in the targeted items. Underlying this approach is the idea that changes in the causal variables will, in turn, affect the intervening variables and over time influence the achievement of the end-result ones.

There are many ways by which action plans can be made and implemented. Each responsible leader at a given level needs to determine; first, if he/she wants to make action plans, and, if the answer is yes, he/she needs to decide how the plans will be made.

The following ways to develop action plans are offered as suggestions. They were developed for those participating in the national study who wanted some specific directions on how to proceed past the critical items page.

Student/Overall School Action Plans

Under the guidance of the homeroom teacher, each homeroom which was used in the survey should respond to the ten critical items by explaining exactly what it is that was causing student dissatisfaction with the item at this level of leadership. One specific suggestion for each of the ten items which will help the principal to improve his leadership should be offered by the students.

A student representative from each homeroom should be selected to form a student advisory committee. The student representatives should meet and summarize the homeroom reports into a single report and present it to the principal and his staff.

The principal and his staff should use homeroom input and the directions for improvement for each critical item to develop action plans for improving leadership as regards the critical items. The action plans should be reviewed with the student homeroom representatives. As action plans are implemented, the principal should inform the homeroom representatives, and they in turn should keep their fellow students informed.

Faculty/Overall School Action Plans

At a faculty meeting the staff should be divided into sections; i.e., teachers, department heads, and other certified staff (excluding the principal). Each member of each section should be provided with a copy of the critical items page appropriate to the faculty in that section. The faculty in the teacher and department sections should be divided into subgroups. The other certified staff section might remain as a total group. Where appropriate, the subgroups should be assigned a portion of the ten critical items to focus upon.

Each subgroup should prepare a written group report for the items assigned to them. The report should give the specific reasons that there is dissatisfaction for the items and should offer specific suggestions for eliminating the dissatisfaction. Each group should select one representative to meet with the principal and present to him the report produced by their group.

The principal and his staff, using the faculty input and the directions for improvement for each critical item, should develop action plans for improving the leadership at the overall school level. The faculty should be kept informed of action plans as these plans are implemented.

Students/Specific Subject Area Action Plans

Again, the homeroom student group that was asked to respond to teachers in a particular subject area should be asked to react to the critical items for that subject area. Students should explain why they expressed dissatisfaction with the leadership as regards each item, and give specific suggestions as to how to make improvements. A written report should be sent from the homeroom to the appropriate subject departments.

The teachers in each department receiving a student report should (as a group) use the student report and directions for improvement for each critical item to make action plans.

The student newspaper and reports to homerooms should be used to inform students of action taken to improve the leadership processes in each of the departments.

Teachers/Department Heads Action Plans

All the teachers in the department should, as a group, prepare a report to the department head informing him as to what is causing the feeling of dissatisfaction and a specific suggestion for improvement for each of the critical items.

The department head should use the teacher report and the directions for improvement for each critical item to make improvement action plans.

As action plans are implemented, the department head should inform the teachers.

Other Certified Staff/ Central Office Action Plans

It is suggested that a committee elected by the people in similar positions in the participating schools be representative of the following positions:

one elementary principal,
one elementary assistant principal,
one junior high principal,
one junior high assistant principal,
one junior high counselor,
one senior high principal,
one senior high assistant principal,
one senior high librarian.

This elected group should prepare a report informing the central office (superintendent) why the other certified staff expressed dissatisfaction with the critical items. Specific recommendations for improvement for each critical item should also be made.

The central office should use this report from the other certified elected committee and the directions for improvement for each critical item to make action plans for improving the leadership from the central office.

CHAPTER III

Reliability

Introduction

> Synonyms for reliability are: dependability, stability, consistency, predictability, accuracy. A reliable man, for instance, is a man whose behavior is consistent, dependable, and predictable--what he will do tomorrow and next week will be consistent with what he does today and what he has done last week. We say he is stable. (Kerlinger, 1964, p. 429)

Thus, "reliability can be defined as the degree of consistency between two measures of the same thing" (Mehrens & Lehmann, 1969, p. 32). However, several different procedures can be employed to estimate a test's reliability and these different methods take account of different sources of error. That is, the reliability of a test can be examined from a number of perspectives with each perspective bearing a slightly different meaning. These different methods can be grouped into three broad categories:

1. Measures of stability
2. Measures of equivalence
3. Measures of internal consistency.

The importance of each of these categories is entirely dependent upon the proclaimed purpose of the test whose reliability is being investigated.

Mehrens and Lehmann (1969, p. 36) also stated that a measure of stability, often called a test-retest estimate of relibility, is obtained by administering a test to a group of individuals, readministering the same test to the same individuals and correlating the two sets of scores. There are various possible time intervals. The estimate of reliability will vary with the length of interval and thus the interval length must be considered in interpreting reliability coefficients. Any change in score from one setting to the other is treated as error.

In contrast to the test-retest procedure is the equivalent forms estimate of reliability, which is obtained by giving two forms (with equal content, means, and variances) of a test to the same group of individuals on the same day and correlating these results. Here, also, any change in performance is considered error, but instead of measuring changes from one time to another, we measure changes due to the specificity of knowledge (Mehrens and Lehmann, 1969, p. 36).

The above two estimates of reliability both require data from two testing sessions. Often it is not possible to obtain these kinds of data. Instead, it is possible to obtain reliability estimates from only one set of test data. These estimates are really indices of the homogeneity of the items in the test, or the degree to which the item responses correlate with the total test scores (Mehrens and Lehmann, 1969, p. 37). Therefore, these estimates are usually referred to as measures of internal consistency.

Reliability of the DSLI

Since an equivalent form to the DSLI does not exist, it is not possible to use the equivalent forms method to estimate the DSLI's reliability. However, the other two methods are both of relevance.

Measures of stability. As highlighted above, the issue of selecting the time interval between test administrations is crucial in estimating an instrument's test-retest reliability. This is even more so in the instance of an instrument such as the DSLI, an instrument which anticipates that that which it measures will change. In fact, administration of the DSLI by iteslf is intended to promote change. Hence, to obtain a valid estimate of the DSLI's test-retest reliability, the interval between testings must be relatively short. Unfortunately, one of the major failings of the initial data collection design of the DSLI was that this was not accomplished. Although the DSLI was administered to the same group of schools twice, the administrations were a year apart--too long a period to accurately assess the DSLI's test-retest reliability. Nevertheless, the analyiss of this data does at least provide a clue as to the lower boundary of the test-retest reliability of the DSLI. Therefore, without great claim as to its future significance, this analysis was performed.

Since a major output of the DSLI for each school is the identification of the ten items exhibited as having the highest intensity, the rank of the sum of these tem items (the ten items being unique for each school and identified in the 1973-1974 administration of the DSLI) served as the test statistic for computing a Spearman rank-order coefficient between the 1973-74 and 1974-75 administrations of the DSLI. The Spearman coefficient was computed rather than the more typically employed Pearson product-moment because the intensity score is a non-parametric statistic. Only those schools which indicated that they had taken no action as a result of the first administration of the DSLI were included; there were 19 such schools. Correlation coefficients were computed for three levels: students to teachers, students to overall school (principal), and non-students to overall school (principal). The results of these analyses are presented in Table 5 below.

Table 5

Long-term stability coefficients
of the Sum of the "Ten Most Intense Items"

Referent group/ level	N[(a)]	Mean[(b)] 1973-74	Mean[(b)] 1974-75	Spearman Correlation Coefficient	Observed Significance Level
students to teachers	19	252.40	256.21	.670	.002
students to overall school	16	263.10	265.80	.712	.002
non-students to overall school	13	224.49	240.12	-.159	.608

[a] The number of schools which responded to the DSLI in both 1973-74 and claimed that they developed no plans of action to affect their climate of leadership in the interim.

[b] The mean over schools of the sum of the intensity scores of the ten items which exhibited the highest intensity score in the 1973-1974 administration of the DSLI.

As is seen, relatively high and statistically significant positive correlations were obtained for two of the three referent group/levels investigated. A negative and nonsignificant correlation was found with respect to the third area of investigation. The fact that the two significant correlations involved student respondents while the nonsignificant correlation involved non-students remains unexplained at this time. One possible explanation is that whereas students and teachers were not informed about DSLI results, the principals were informed and as a consequence they were aware of certain problems. This awareness may have reinforced the principals who did not make action plans to move even further away from a System IV leadership pattern. The coefficients so obtained serve as lower-limits of the test-retest reliability of the DSLI.

Measures of internal consistency. The internal consistency of the DSLI was investigated through application of the split-half method of estimating reliability. The data collected in 1974-75 served as the data base for this analysis. According to Mehrens and Lehmann, the split-half method is theoretically the same as the equivalent forms method; however, instead of administrating an alternative form of the test, one splits the single test into two parts, and these two subscores are correlated. Because the resultant correlation coefficient estimates the reliability of a test only half as long as truly desired, a correction formula must be applied. One of the difficulties encountered in this procedure is the determination of a criterion by which to split the original test into two "equivalent" parts. The most typically adopted criterion is to separately group the odd-numbered and even-numbered items. This routine is only justified, however, if there is no notion that the items of the test are not related in some systematic fashion. In regards to the instrument at hand, it will be demonstrated in the next section that one strong factor undergirds the DSLI. Moreover, most of the items of the DSLI are heavily loaded on this factor. Thus, an examination of the factor structure of the DSLI reveals that an odd-even split can be utilized with little loss of generality.

Hence, split-half (odd-even) estimates of the DSLI's reliability were computed on the Is and Should Be dimensions by the type of educational institution (i.e., elementary, middle, secondary, and all combined). This estimate came in terms of Pearson product-moment correlation coefficients which were then corrected by the Spearman-Brown Prophesy Formula. The results of the analysis, which are presented in Table 6, (see p. 63) reveal that an extremely high level of internal consistency was displayed by the DSLI.

In addition, a similar analysis was conducted on the intensity score. Once again, odd-even reliability coefficients were computed for each of the strata mentioned above. However, owing to the fact that the intensity score is a non-parametric statistic, the estimate in this case came in terms of Spearman rank-order correlation coefficients. As would be expected, the results of this analysis paralleled those just mentioned; the results are also displayed in Table 6.

It is relevant to note that all of the aforementioned estimates of reliability were not affected by time--in the sense that a respondent is given unlimited time to complete the DSLI, and responses to the DSLI which were partially incomplete were manually eliminated from the sample.

Validity

Introduction

Within the measurement context, validity can be broadly defined as the degree to which a test actually measures that which it purports to measure. While this term bears such a simplistic definition, it is perhaps unfortunate but true that the determination of a test's validity is a complex and multi-faceted task; indeed, outside the physical realm one can never truthfully assert that a test is valid, but, rather, that its measurements conform to prior theoretical expectations, follow other similar tests, or just makes sense. Furthermore, by its definition, validity is not an absolute: there is no single validity statistic for a test; a test may be "valid" for one purpose but not for another. It is agreed, however, that a test must be reliable for it to be valid. That is, reliability is a necessary antecedent to validity although reliability in and of itself does not render validity.

According to the reference _Standards for Educational and Psychological Tests and Manuals_ (Mehrens, 1969) there are three "kinds" of validity: (1) content validity, (2) criterion-related validity, and (3) construct validity. The following definitions were taken from this reference (pp. 43-44).

Table 6

Odd-Even Reliability Coefficients: Is and Should Be Dimensions and Intensity Scores by Level and Referent Group

	n	r (IS Dim.)	osl[a]	r (SB Dim.)	osl	r (Intensity Score)	osl
Elem. Schools							
Non-Students to Overall School	42	.9907	.0001	.9741	.0001	.9819	.0001
Middle/Jr. High							
Students to Overall School	53	.9958	.0001	.9847	.0001	.9942	.0001
Non-Students to Overall School	59	.9932	.0001	.9915	.0001	.9926	.0001
Secondary Schools							
Students to Overall School	39	.9963	.0001	.9670	.0001	.9667	.0001
Non-Students to Overall School	40	.9963	.0001	.9679	.0001	.9843	.0001
All Schools Comb. (Elem., Middle/Jr. High & Sec.)							
Students to Overall School	94	.9971	.0001	.9832	.0001	.9830	.0001
Non-Students to Overall School	147	.9939	.0001	.9814	.0001	.9878	.0001

Note. The Pearson product-moment correlations coefficients (r's) were corrected by the Spearman-Brown Prophesy Formula.

[a] Observed significance level.

Content validity is related to how adequately the content of the test samples the domain of subject matter about which inferences are to be made. There is no numerical expression for content validity: it is determined by a thorough inspection of the items. Content validity is most crucial in the case of achievement tests through which a subject's ability with regard to a universe of knowledge or skill is ascertained by a demonstration of the subject's ability on a select sample of items taken from that universe. In this instance, the test's degree of content validity is an estimate of how well the sampled items "cover" the universe.

Criterion-related validity pertains to the technique of studying the relationship between the test scores and independent external scores. Quite frequently, the subjects' scores on another instrument which purports to measure the same concept as the "experimental" test but whose validity has been priorly established serves as the criterion measure: in this case, the Pearson product-moment correlation coefficient (r) between the subjects' scores on the two tests is the most typically utilized statistic for reporting the test's criterion-related validity.

Construct validity is the degree to which the test scores can be accounted for by certain explanatory constructs in a psychological theory. If an instrument has construct validity, people's scores will vary as the theory underlying the construct would predict. Depending upon the nature of the construct derived hypotheses, many different statistical measures are used to estimate this type of validity.

From the above-mentioned definitions, it is seen that the concept of validity is multi-dimensional. Moreover, the dimensions are not clear-cut and none have a fully-standardized estimation procedure. In reality, an instrument's validity or lack thereof is ascertained only after years of numerous disparate applications. Only then in light of repeated applications and constant surveillance will an instrument's nuances and its accuracy become apparent. In the construction of a new instrument, the creator is obligated to compile baseline data concerning his/her instrument's validity; it is inconceivable that all aspects of a test's validity can be gauged in its developmental, somewhat artificial pilot studies.

The DSLI was, from its inception, intended to serve as a diagnostic tool, to diagnose the organizational health in schools. With no call for fanfare, it may be stated that a multitude of school leadership theories exist with each theory proclaiming a specific set of constructs as being of key importance. Although there is some degree of commonality among these theories, there is also a good deal of divergence: to date, no single theory has risen to unquestioned pre-eminence.

Also from its inception, the DSLI was intended to diagnose the organizational health in schools explicitly in terms of constructs derived from the theory espoused by Rensis Likert and for our purposes called Human Organization Theory.

In terms of the DSLI, vis-à-vis validity, then, the prime topic of concern is the connection between the instrument and Likert's Human Organization Theory. Do the items comprising the DSLI adequately sample the domain of the theory? Does the factor structure of the DSLI conform to the constructs of the theory? Do the responses to the DSLI follow the dictates of logical reasoning, especially the logical consequences of Likert's theoretical position? And, finally, is the DSLI useful as a diagnostic instrument? That is, does diagnosis by the DSLI lead to an "improved" climate under the definition of improvement proffered by Likert?

It is seen that these concerns address themselves primarily to content and construct validity as earlier defined; also, the strong dependence of the DSLI upon a theoretical structure tends to blur the distinction between these two types of validity. These facts are a consequence of the nature of the DSLI and result in the de-emphasis of criterion-related validity. In fact, no effort has as yet been made to correlate scores on the DSLI with an external criterion score of any kind. Although future uses of the DSLI may elevate the priority of this issue, its current priority was taken to be subservient to the issues raised above.

The Likert Human Organization Theory was examined in Chapter I. The following material on validity is developed with those theoretical constructs in mind.

Content Validity of the DSLI

> Content validity is the representativeness or sampling adequacy of the content--the substance, the matter, the topics--of a measuring instrument. Content validation is guided by the question: Is the

> substance or content of this measure representative of the content or the universe of content of the property being measured. (Kerlinger, 1964, pp. 445-446)

Given that the intent of the DSLI is to assess a school's organizational health, content validation of the DSLI is guided by the following two questions:

1. Is the theoretic structure advocated by Likert an adequate and accurate conceptualization of a school's organizational health? and,
2. Do the items composing the DSLI accurately and adequately "sample" Likert's theoretic structure?

The first of these questions was addressed in the immediately preceeding section. A review of that section will prove that strong evidence has indeed been presented to answer the question affirmatively. The judgmental answer to the second question rests upon the soundness of the methodology of item selection utilized in developing the DSLI. Was a logical process consistently employed to ensure that the items selected were germane to Likert's theory and were all aspects of the theory "covered" by the items?

The process used to develop the DSLI is described in Chapter II. The fastidiousness by which this developmental process was carried out, and the obvious connection between the resultant DSLI items and the constructs of Likert, causes the DSLI to be judged to have a high degree of content validity.

Construct Validity of the DSLI

Since the DSLI purports to lean so heavily upon a prior theoretic structure, a prime measure of construct validity is the degree of similarity between the factor structure of the responses to the DSLI and the explanatory constructs hypothesized by Likert. As is seen, this is a somewhat more stringent requirement than simply verifying that the factor structure of the DSLI is interpretable as providing constructs which make logical sense--for this measure requires that it makes specific logical sense, that being a correspondence to the logic of Likert's constructs. In this regard, then, the test of construct validity is that factor structure of the responses to the DSLI be composed of approximately five factors and that these factors can be likened to the five constructs of Likert: communication, control, decision-making, interaction-influence, and confidence and trust in leadership. This test dove-tails nicely with the typically assumed requirements for validation--that the factor structure of a test be composed of a relatively small number of factors and that a few of these factors "explain" a significant proportion of the variance of the test. Therefore, the questions now posed are how many constructs (factors) underlie the DSLI? what proportion of the variance of the DSLI do relatively few of these constructs (factors) explain? and, is there a noted similarity between these constructs and those of Likert?

Principal Components Analysis

To answer the above questions, the responses to the DSLI gathered in 1974-1975 were subjected to a Principal Components Analysis (Hotelling, 1933). The obtained factor matrices were clarified through Varimax orthogonal rotation (Harmon, 1967). The criteria adopted for accepting a component (i.e., factor) was the determination of an eigenvalue greater than or equal to 1.00, a criterion frequently utilized and supported in the literature (Rummel, 1970). Because the school is the unit of analysis for the DSLI, the input data were the mean responses within a school--each school being equally weighted regardless of the number of responses within the school.

Separate analyses were performed for each dimension of the DSLI for each combination of referent group and level. More specifically, a unique Principal Components Analysis was performed for each of the following 14 data response sets:

1. Students responding to the Is dimension on the department level; i.e., student responses to the teachers of all subject areas were pooled.
2. Students responding to the Should Be dimension on the department level; i.e., student responses to teachers of all subject areas were pooled.
3. Teachers responding to the Is dimension on the department level; i.e., teachers responding to their department chairman with all departments pooled.
4. Teachers responding to the Should Be dimension on the department level; i.e., teachers responding to their department chairman with all departments pooled.

5. Students combined with non-students responding to the Is dimension on the department level.
6. Students combined with non-students responding to the Should Be dimension on the department level.
7. Students responding to the Is dimension on the overall school-principal level.
8. Students responding to the Should Be dimension on the overall school-principal level.
9. Non-students (teachers, department heads, non-certified and other certified staff excluding the principal) responding to the Is dimension on the overall school-principal level.
10. Non-students (teachers, department heads, non-certified and other certified staff excluding the principal) responding to the Should Be dimension on the overall school-principal level.
11. Other certified staff (principals, assistant principals, counselors, and librarians) responding to the Is dimension on the overall system (central office) level.
12. Other certified staff (principals, assistant principals, counselors, and librarians) responding to the Should Be dimension on the overall system (central office) level.
13. Students responding to the Is dimension on the department level (teachers), combined with non-students responding to the Is dimension on the overall school-principal level, combined with other certified staff responding to the Is dimension on the overall system (central office) level.
14. Students responding to the Should Be dimension on the department level (teachers), combined with non-students responding to the Should Be dimension on the overall school-principal level, combined with other certified staff responding to the Should Be dimension on the overall system (central office) level.

The rotated factor matrices for these 14 analyses are presented in Appendix E. The corresponding eigenvalues, and cumulative percentage of eigenvalues (i.e., cumulative percent of variance explained) are recorded at the bottom of each table. Certain relevant aspects of these 14 analyses are presented in Table 7 (see p. 69).

As is seen, the table's entries bear witness to the construct validity of the DSLI--at least with reference to the typically assumed requirements for validation. That is, the factor structure of the DSLI is composed of a relatively

Table 7

Summary of Principal Components Analyses Conducted by Respondent Group/Level and Dimensions on 1974-75 Data

Respondent Group/Level	Is Dimension: Number of Factors	Is Dimension: % Variance Explained by first 5 factors	Is Dimension: % Variance Explained by first factor	Should Be Dimension: Number of Factors	Should Be Dimension: % Variance Explained by first 5 factors	Should Be Dimension: % Variance Explained by first factor
Students to Department	5	79	63	8	70	50
Teachers to Department	7	80	62	8	73	44
Students combined with Teachers to Department	3	86	79	5	83	71
Students to Overall School	4	87	77	8	74	53
Non-Students to Overall School	3	81	75	8	72	50
Other Certified Staff to System	7	73	56	11	76	46
Students to Dept. with Non-Students to Overall School with Other Cert. Staff to System	4	76	68	7	73	57

Note. If less than five factors were generated, the table entry is the % variance explained by all factors.

small number of factors and these factors explain a significant proportion of the test's variance. Moreover, at least with respect to the number of factors generated and relative proportions of explained variability, a high degree of consistency is revealed between factor structures. Table 7 also highlights that the dimensionality of the DSLI factor structure approximates the aforementioned criterion level of five. At first, this would seem to be more the case along the Is than the Should Be dimension. However, upon closer observation of the references tables in Appendix E it is recognized that the latter extracted factors along the Should Be dimension contribute little additional explanations, a fact which actually brings this structure closer to criterion.

One additional result depicted in Table 7 is worth noting: one strong factor underlies the DSLI and this effect is more apparent on the Is than the Should Be dimension. The observation that the one factor is stronger for the Is than the Should Be dimension and the underlying explanation is offered as further support for the contention that the DSLI taps the constructs underlying the Likert theory. Likert's (1961, p. 103) principle of supportive relationships is that the leadership and other processes of the organization must be such as to insure a maximum probability that in all interactions and all relationships within the organization each member will, in light of his background, values, and expectations, view the experience as supportive and one which builds and maintains his sense of personal worth and importance. Consequently, one would expect to find that this principle of supportive relationships (confidence and trust) looms larger on the Is dimension of the DSLI than it does on the Should Be dimension. It appears that as people respond to questions about the ideal (Should Be), they are inclined to give a more expanded weight to other organizational factors. On the other hand, in describing how it "Is" the principle of supportive relationships (confidence and trust) looms larger giving a more narrow attention to other organizational factors.

While the above-mentioned results and arguments provide support for the construct validity of the DSLI, they do not directly address the interpretable meaning of the DSLI factor structure with specific reference to the structure of Likert. From the 14 factor analyses listed on pp. 67-68, analysis number 14 was given special attention. This was deemed necessary in view of the fact that Likert's theory revolved primarily about a subordinate's perception of his/her immediate organizational superior. With respect to the DSLI, this nexus exists for three respondent group/levels: student to department level (teacher), non-student to overall school level (principal), and other certified staff to overall system level (central office). Therefore, these three referent groups were pooled. Responses to the Should Be dimension of the DSLI were utilized since it was felt that this dimension would be less "contaminated" by idiosyncratic situations extant within certain schools. That is, the Should Be dimension should be somewhat less biased than the Is dimension by the press of an immediate but quickly passing conflict situation.

The rotated factor matrix derived from this analysis is presented in Appendix E-14. Under the acceptance criterion of an eigenvalue greater than or equal to 1.00, seven factors were accepted. Once again, one factor appeared extremely strong, explaining 57% of the test's variance. In combination, the seven factors explained 73% of the variance.

The meaning of each of these factors is judgmental in nature; the meaning of each factor being interpreted as the logical connection which binds the items most highly loaded on each factor together. These items grouped by the five factors selected and their factor loadings are given in Appendix E-15. These five factors are highlighted because, in the researcher's judgment, they show a recognizable similarity to Likert's five constructs. In this regard, of relevance is the fact that the remaining two factors, although not markedly atypical to other factors, explain only 4% of the test's variance. Thus, the DSLI does appear to measure what it purports to measure, namely, Likert's conception of a school's organizational health.

On the basis of logical argumentation, the emergence of a somewhat surprisingly strong single factor can now be explained. As recorded in Appendix E-14, this factor has been interpreted as Confidence and Trust. If this is indeed true, then it makes sense that it would tend to overshadow such concerns as communication, control, decision-making, and interaction-influence - for it is reasonable to assume that respondents would view these latter-mentioned concerns differentially on the basis of the confidence and trust they feel should be placed in their leaders. That is, for example, a respondent's desired level of communication can logically be expected to be somewhat dependent upon his/her view of confidence in those to whom he/she must communicate. In a mathematical sense, this effect would result in the leadership/confidence factor overshadowing the communication factor in terms of percent of variance explained.

Measures of Logical Consistency

For most instruments it should be possible to hypothesize the existence of certain relationships on the basis of the theoretical foundation of the instrument. The empirical validation of these priorly deduced relationships then offers evidence of the test's construct validity. In layman's terms, this argument is equivalent to stating that the scores of the test must be logically consistent with the results one would expect from reasoning with the test's guiding theory: for a test to be valid, it must be logically consistent.

According to the organizational theory of Rensis Likert, an organization is an instrument of socialization. The convergence of organizational participants' attitudes is well documented throughout the literature of sociology (Bridges, 1964; Merton, 1957; Presthus, 1962; Goffman, 1961). Therefore, if the DSLI "behaves" in a logically consistent fashion, one would expect that the responses of long-standing participants within the school setting would exhibit less variability than would the responses of shorter-term participants. Concerning organizational participants responding to the DSLI, this hypothesized difference in variation should be apparent between the referent groups of students (short-term participants) and non-students (long-standing participants) responding to the organizational health which should be maintained on the overall school level.

Evidence that this hypothesized difference was indeed exhibited and was in the direction predicted is quickly obtained through observation of the values of the standard deviations (the square root of the variance) presented in Appendix F. To determine if this difference was "real" (that is, statistically significant), an F-value was calculated for the variability among the "total Should Be scores" (i.e., the sum of responses to all 52 items of the DSLI) of non-students vs. the variability among the "total Should Be scores" of students when both groups are responding with reference to the overall school level. An observed significance level of .10 or less was deemed necessary to accept the hypothesized difference as being statistically significant. The results of this analysis are presented in Table 8 below. An $F_{94,147}$ statistic of 1.28 was calculated. Since this value is less than the criterion F-statistic, the hypothesis of significant difference was accepted.

Table 8

Student to Non-Student Variance Comparison:
Based upon 1974-1975 Responses to
the Overall School Level on the
Should Be Dimension

Referent Group	Mean	N	S^2	$F_{94,147}$
Student	159.8	94	61.142	1.28*
Non-Student	180.4	147	47.595	

*Significant at the .10 level

As a result of years of reasoning with the findings of experimental studies and practical observations of reality, Rensis Likert concluded that organizations' health could be explained in terms of a number of constructs which he presented as his Human Organization Theory. In addition, he felt that the leadership in organizations could be categorized into four general types and, most importantly, he felt that one of these types (System IV) was superior to the other three. In a very real sense, items were selected for inclusion in the DSLI on the basis of their representing "System IV thought." Moreover, all items of the DSLI were written in the "positive" direction so that the more frequently a respondent felt an organization should exhibit the behaviors implicit in the items, the more the respondent would be agreeing with the desirability of creating a System IV type climate. Consequently, there is a direct positive relation between a respondent's level of desirability of a System IV climate and his/her score on the DSLI Should Be dimension. Of course, the respondent's score on the Is dimension is an index of how fully implemented a System IV is within the school. Furthermore, the diagnostic prescriptions provided by the DSLI have the explicit intent of creating a System IV type climate.

Given the fact that the DSLI purports to be a diagnostic tool, for the DSLI to be at all useful it must be assumed that a System IV climate is highly desirable and that is is not yet achieved. That is, an assumption necessary to render the DSLI useful is that the mean score of the Should Be dimension is numerically greater than the mean score of the Is dimension. If this assumption is not met, the DSLI is neither useful nor valid.

Evidence that this assumption was indeed exhibited by the data can once again be obtained through observation of Appendix F. In this case, however, the values of concern are the means, in particular, the relative level of each Is mean vs. its respective Should Be mean. This hypothesis of difference was tested with reference to students responding to the overall school level and non-students responding to the overall school level. The data collected in 1974-1975 served as the basis for the analysis. The variables of analysis were the mean of the total Is scores; i.e., the summation of responses to all 52 items on the Is dimension and the mean of the total Should Be scores computed separately for each referent group. Two student t-tests were computed to test for significance. The computed results of this procedure are presented in Table 9 below. As is seen, the hypothesis of difference was supported for both referent groups. Thus, additional support is given to the construct validity of the DSLI.

Table 9

Is to Should Be Means Comparison:
Students Responding to the Overall School Level (1974-1975)
Non-students Responding to the Overall School Level (1974-1975)

Referent Group	N	Is Mean	Should Be Mean	Is Variance	Should Be Variance	t
Students	94	106.7	159.8	203.213	61.142	31.646*
Non-Students	147	140.7	180.4	308.685	47.595	25.694*

*Significant at the .001 level.

A final point of relevance is the observation that, on the overall school level, non-students felt the school should be "more" System IV oriented than did students; and, furthermore, felt that it actually was more System IV oriented than did students (see Appendix F). Based upon the arguments presented in the above paragraphs, this observation makes logical sense and in so doing bears witness to the construct validity of the DSLI.

Measures of Practical Utility

The DSLI purports to be a diagnostic tool. Furthermore, it provides "Directions for Improvement" for each critical item identified in order to stimulate the development of intervention strategies. These directions for improvement encourage leaders at each level to develop "Action Plans" to reduce the intensity of the "ten most intense items" identified. As stated purposes of the DSLI, the occurrence or non-occurrence of these practical utility-oriented outcomes are relevant concerns addressing the construct validity of the DSLI.

One crude measure of the DSLI's ability to stimulate "Action Plans" was obtained by asking just that. That is, each of the 124 schools involved in the 1973-1974 sample were asked if they developed "Action Plans" after receiving their diagnosis by the DSLI. Ninety-three schools responded to this questionnaire: 80 schools replied in the affirmative, while 13 schools said that they had not developed any such set of plans.

The results of this questionnaire provided a classification scheme about which an initial and limited attempt to assess the impact of the DSLI was structured. As has been noted, for each school, the DSLI report highlights the ten items that exhibited the highest intensity scores. For each school, a statistic was computed by summing the intensity scores of the ten most intense items identified in the 1973-1974 diagnosis and subtracting the sum of the intensity scores of these same ten items in the 1974-1975 administration of the DSLI. Utilizing this statistic, schools which claimed that they had taken action were compared to schools which claimed that they had taken no action.

This test is seen to have relevance to the construct validity of the DSLI inasmuch as it was hypothesized that those schools who claimed to have taken action should exhibit a heightened reduction of intensity scores when compared to those schools which claimed to have taken no action. That is, does the DSLI serve as a stimulus to reduce the intensity of problems which it itself identifies? Of course, there are several easily recognizable weaknesses in this "quasi-experimental" routine, not the least of which is the lack of control by the experimenter. In fact, the researcher has no notion as to what action schools took; and, quite obviously, inappropriate action may be more damaging in terms of testing the above-mentioned hypothesis than if no action was taken by a school at all. Recognizing these limitations, this particular statistical analysis should be interpreted with extreme caution; the results of the analysis are displayed primarily because the question asked is an interesting one and not because the test itself adequately answers the question.

Since the intensity score is a non-parametric statistic, the appropriate variable for analysis is the rank of the previously defined statistic. That is, statistics were computed for each school and these were ranked; the rankings became the data for a Kruskal-Wallis test comparing schools which claimed to have taken action to those schools which did not so claim. The hypothesis as stated above will be rejected at a significant level of .10. The results of this analysis are presented in Table 10 below. The entries of this table clearly indicate that the hypothesis of difference was not supported.

Table 10

Kruskal-Wallis Test:
Comparison of Gain Scores[a] on "Ten Most Intense Items"
for Schools claiming to have taken action
vs. Schools claiming to have taken no action

Referent Group/Level	N	Sum of Squares	Chi-Square (one degree of freedom)
Students to Department	72	30.048	.069*
Students to Overall School	72	46.286	.106*
Non-Students to Overall School	93	260.758	.358*

[a] (Ten Most Intense Items)$_{1973-74}$ - (Ten Most Intense Items)$_{1974-75}$, where the "Ten Most Intense Items" were identified in 1973-1974.

* Not significant at the .10 level.

A more structural approach to test the practical utility (construct validity) of the DSLI was conducted. The full details of this experiment can be examined in Brotherton's (1975) doctoral dissertation report.

A feedback/socialization model was conceptualized from the research literature on feedback. The model consisted of representative cross-sectional groups of the various sublevels of the organization. The cross-sectional groups were provided opportunities to participate across organizational levels by analyzing each item with the highest intensity score in each of the five organizational processes. The model thus provided for coordination through the feedback of survey information to all role participants. Additionally, it left the ultimate programming and sanctions to the various superordinate levels of the organization. The principle control mechanism was conceived to be socialization with emphasis on the development of group norms. The model encouraged the development of a horizontal rather than a vertical organization. It followed rather closely the over-lapping pin structure emphasized by Likert.

Eighteen senior high schools from the total sample were selected to participate in the feedback experiment. These 18 schools were randomly drawn from the available schools within each strata. These 18 selected schools were then randomly assigned as either treatment or control schools. This procedure resulted in a selection of three treatment and three control schools in each of three strata. See Table 11 for a listing of the 18 schools.

Statistical analyses of the data involved the use of change scores. Change scores were computed by subtracting posttest intensity scores from pretest intensity scores. The change scores were utilized to test the hypotheses of the study using the Mann-Whitney U Test. Siegel (1956, p. 116) claimed that the Mann-Whitney U Test has a power-efficiency rating of approximately 95 percent when compared to the t test. One tailed significance tests were utilized to increase the power of the tests in the analyses. These analyses are given in Appendix G.

Two general questions were explored in this study. The first question [hypotheses 1.1 (student to overall school on one item of each of the five organizational processes), 1.2 (teacher to overall school on one item of each of the five processes), and 1.3 (student to each of four subject departments on one item of each of the five processes)] dealt with the effect that the feedback model had concerning targeted

Table 11

Random Selection of Schools
to Participate in Feedback Model Implementation

System Size	School	City, State
25,000+	Merritt Island High	Merritt Island, Florida
	Wichita Heights High	Wichita, Kansas
	Snider High	Fort Wayne, Indiana
	*Oak Ridge High	Orlando, Florida
	*Cleveland High	St. Louis, Missouri
	*South Garland High	Garland, Texas
10,000 to 24,999	Sarasota High	Sarasota, Florida
	Sam Houston High	Arlington, Texas
	Richmond Senior High	Richmond, Indiana
	*Fairhope High	Fairhope, Alabama
	*Sansom High	Gadsden, Alabama
	*Riverview High	Sarasota, Florida
5,000 to 9,999	Rogers High	Newport, Rhode Island
	Newton Senior High	Newton, Iowa
	Winona Senior High	Winona, Minnesota
	*Gulf Breeze High	Gulf Breeze, Florida
	*Tenney High	Methuen, Massachusetts
	*Milton High	Milton, Florida

The first three schools listed in each cell were randomly selected to participate in the implementation of the feedback model and were also randomly assigned to the treatment group.

*The last three schools listed in each cell were randomly selected to participate in the implementation of the feedback model and were also randomly assigned to the control group.

DSLI items. The second question dealt with hypotheses exploring the generalized effect that the feedback model had over all 52 items for the following interactions: student to prinicpal; teachers to principal; students to language arts teachers; students to social studies teachers; students to science teachers; and, students to mathematics teachers.

Hypothesis 1.1

This hypothesis tested the effect of the feedback/socialization model in altering student perceptions of the principal and his administrative leadership team. Five specific "critical items" were concentrated upon in the study in an attempt to improve student perceptions of the principal and his leadership team. The null hypothesis was that there would be no significant difference in student perceptions in the treatment schools as compared to the control schools.

The actual difference was statistically significant at the .05 level on each of the five critical items (one each in communication, control, decision-making, interaction-influence, and confidence and trust in leadership), thus the null hypothesis was rejected and the alternative directional hypothesis was supported.

Hypothesis 1.2

This hypothesis tested the effect of the feedback/socialization model in altering teacher perceptions of the principal and his leadership team on five identified "critical items" from the DSLI. The null hypothesis was that there would be no significant difference in teacher perceptions in the treatment and control schools.

The difference was statistically significant at the .05 level on each of the five critical items, thus the null hypothesis was rejected and the alternative directional hypothesis was supported.

Hypothesis 1.3

This hypothesis tested the effect of the feedback/socialization model in altering student perceptions of the professional teaching staff in each of four academic departments (language arts, social studies, science, and mathematics). In each department, five "critical items" were identified from the DSLI to be the focal point in attempting to improve. The null hypotheses were that there would be no difference in student perceptions of teachers in the four academic departments in the treatment and control schools.

The difference was statistically significant at the .05 level on each of the five critical items in each of the four departments, thus the null hypotheses were rejected in each case and the alternative directional hypotheses were supported.

Table 12 schematically shows the cellular relationship of the identified areas for which critical items were identified and the role relationship and organizational setting for which each null hypothesis was tested under General Hypothesis One.

Table 13 provides the mean change scores for each treatment and control group at each level of analysis. Examination of this table reveals a consistent pattern of change scores being reduced to a greater degree in experimental schools as compared to control schools. This is further support for rejection of the null hypothesis and acceptance of the alternative directional hypothesis posed under General Hypothesis One.

Hypothesis 2.1

This hypothesis was designed to test the generalized effect of the implementation of a feedback/socialization model on subordinate (student, teacher) perceptions of superordinate (teacher, principal) leadership. The model focused on five "critical items" for leadership improvement. The research hypothesis was that this specific emphasis would produce generalized positive perception shifts across the complete range of survey items as measured by reduced intensity scores. The null hypothesis was that there would be no significant difference in subordinate perceptions of superordinate leadership in treatment schools as compared to control schools.

This hypothesis was tested using the change scores generated from all items on the DSLI that were derived from homogeneous groups of respondents who had reacted to a particular subgroup of superordinates. (Example - students responding to teachers in the language arts department, or teachers responding to the principal and his leadership team.) This approach resulted in six separate Mann-Whitney U Tests. Four of the six tests produced results that were non-significant at the .05 level, while two of the tests

Table 12

General Hypothesis One
Table of Cells for Subhypothesis Testing
(Mann-Whitney U Test, one-tailed, $p < .05$)

Organizational Setting	Comm.	Cont.	D.-Mak.	Int.-Inf.	C & T
Students to Principal	S*	S	S	S	S
Teachers to Principal	S	S	S	S	S
Students to Teachers (Lang. Arts)	S	S	S	S	S
Students to Teachers (Soc. St.)	S	S	S	S	S
Students to Teachers (Science)	S	S	S	S	S
Students to Teachers (Math)	S	S	S	S	S

*S symbolizes statistical significance.

Table 13

General Hypothesis One
Table of Mean Change Scores
(Treatment and Control Group)

Organizational Setting		Comm.	Cont.	D.-Mak.	Int.-Inf.	C & T
Students to Principal	E[a]	-4.51	-4.18	-4.76	-4.35	-4.04
	C[b]	-0.13	-0.31	-1.00	-1.43	-0.57
Teachers to Principal	E	-4.38	-4.70	-5.10	-4.89	-4.57
	C	-0.55	-0.32	-0.31	-0.50	-0.78
Students to Teachers (Lang. Arts)	E	-4.59	-4.44	-4.96	-4.85	-5.10
	C	-1.75	-1.06	-2.39	-1.91	-1.66
Students to Teachers (Soc. St.)	E	-4.69	-4.26	-4.14	-4.13	-4.14
	C	-1.04	-1.36	-1.24	-1.17	-1.09
Students to Teachers (Science)	E	-4.63	-3.41	-4.09	-4.27	-4.34
	C	+0.10	-1.57	+0.49	-0.37	-0.84
Students to Teachers (Math)	E	-4.26	-3.92	-4.64	-3.92	-4.92
	C	-0.10	-0.87	-1.35	-1.19	-0.09

[a] E = Experimental

[b] C = Control

produced significant results. On the basis of this approach to testing General Hypothesis Two, the null hypothesis was retained.

Table 14 details the findings of this approach in a schematic presentation.

Table 14

General Hypothesis Two
Table of Cells for Testing Hypothesis
Sub-divided Method
(Mann-Whitney U Test, one-tailed, $p < .05$)

Organizational Setting	Statistical Finding
Students to Principal	Non-Significant
Teachers to Principal	Non-Significant
Students to Teachers (Language Arts)	Non-Significant
Students to Teachers (Social Studies)	Non-Significant
Students to Teachers (Science)	Significant
Students to Teachers (Math)	Significant

Table 15 provides the mean change scores for each treatment and control group at each level of analysis. It is of interest to note that the two cells where significance was found were measuring student perceptions of teachers in particular subject (science and mathematics) areas. It is also of interest to note that in the two other areas where student responses to teachers were measured, although not significant, there was definite movement toward achievement of significance. (Complete layouts of these data are found in Appendix G.

In the case of the two cells testing responses to the principal and his administrative leadership team, there was some apparent positive movement in subordinate perceptions but of a somewhat weaker nature than that seen in the student responses to the teachers in the various departments.

Table 15

General Hypothesis Two
Table of Mean Change Scores
(Treatment and Control Groups)

Organizational Setting	Change	Scores
Students to Principal	E[a]	+0.16
	C[b]	+0.31
Teachers to Principal	E	-0.20
	C	+0.40
Students to Teachers (Language Arts)	E	-0.25
	C	-0.05
Students to Teachers (Social Studies)	E	+0.04
	C	+0.30
Students to Teachers (Science)	E	-0.11
	C	+1.05
Students to Teachers (Math)	E	+0.04
	C	+0.84

[a] E = Experimental

[b] C = Control

The practical utility test examined through the application of a feedback/socialization model clearly demonstrated that when schools use a structured approach to correcting specific items on the DSLI, then the DSLI definitely provides a vehicle for improving the school's organizational health as relates to the targeted items. As determined by this experiment, the application of the feedback/socialization model does not improve the overall health of the school organization.

The data used to test the hypotheses in the above described utility test were severely limited by a time factor. The data used to test the feedback model were collected only two months after the model was applied. In light of Likert's research on time intervals necessary to effect changes, the results of this application experiment provide strong support for the construct validity of the DSLI.

As relating to evidence and the importance of time, Likert made the following observation.

> (Scattered evidence from a variety of sources including case studies suggests to the author that stability is achieved in about two to four years.) The results in Chapter 2 to 4 which reflect the typical, long-range situation, however, give every reason to believe that had the clerical experiment been continued for another year or two, productivity and quality of work would have continued to increase in the participative program, while in the hierarchically controlled program productivity and quality of work would have declined as a result of the hostility, resentment, and turnover evoked by the program. (Likert, 1961, p. 69)

Reliability and Validity Conclusions

Using the split-half method of estimating the reliability, the reliability of the DSLI is extremely high.

The criterion related validity of the DSLI was not examined in this study. An earlier study by Hall (1972, pp. 586-590) established a positive significant relationship between Halpin's OCDQ and Likert's Profile of a School. All of the 43 elementary schools in the Hall study classified as either System III or System IV by the Likert Profile. Since the DSLI is based upon the System IV Likert model, it is assumed that the Hall study provides a reasonable basis for indicating criterion related validity of the DSLI.

Content validity for the DSLI is supported in two ways. The Hall (1972) study gives evidence that the theoretic structure advocated by Likert is an adequate conceptualization of a school's climate (organizational health). Secondly, as can be seen in Chapter II (where the development of the items comprising the DSLI are described), and in the DSLI factor analyses supporting the Likert organizational processes, the items in the DSLI do accurately and adequately support Likert's theoretic structure.

The DSLI's construct validity is also supported. The main support for the DSLI's construct validity is that the factor structure (through factor analytic treatment) has shown the DSLI to be likened to the five major contructs of Likert; i.e., communication, control, decision-making, interaction-influence, and confidence and trust. The DSLI construct validity (logical consistency) is supported by the statistically significant relationship found in the tested hypothesis that students (short-term participants) exhibited more variability in the Should Be dimension at the overall school level than did non-students (long-term participants). See Table 8 on page 73 for the basis of this statement. A major assumption undergirding the construction of the DSLI is that the Likert System IV type of leadership is more highly desired than a non-System IV type, and furthermore that a System IV is rarely achieved. The statistically significant finding as presented in Table 9 on page 74 concerning student and non-student Is and Should Be means provides strong support for the DSLI's construct validity. Limited but definite support for construct validity was also shown by demonstrating that the DSLI can bring about statistically significant changes in targeted items with high intensity scores when a feedback model is applied. The researcher feels that the time constraint was responsible for the non-significant statistical results concerning changes in the overall intensity scores.

The Preparation of Norms for the DSLI

Since the data described in the preceding section provides evidence that the DSLI is a reliable and valid diagnostic tool, it was determined that the establishment of norms was appropriate. Norms for the DSLI were prepared on the basis of the data collected in the 1974-1975 administration. The characteristics of this sample have been reviewed heretofore; to re-acquaint himself with these characteristics the reader should refer to Chapter II.

Since the unit of analysis for the DSLI is the school and not the individual respondent, all results stemming from an administration of the DSLI are means taken over the appropriate referent groups within a school. Hence the Central Limit Theorem applies to the population sampled by the DSLI; that is, the population sampled by the DSLI follows a Normal Distribution. This being the case, the most appropriate DSLI raw score transformations are the z-statistic and the conversion of this statistic into a percentile under conditions of normality. A z-statistic for each possible raw score on the DSLI is obtained by subtracting the mean of the norm group from a raw score and dividing by the standard deviation of the norm group; each of these values is converted into a percentile by referring to a normalized z-score/percentile conversion table which may be found in any standard statistics text.

Consequently, if it is desired to create a norm table for a group bearing certain particular characteristics, the only pieces of information which must be made available are the mean and standard deviation of that group. To facilitate this occurrence, the means and standard deviations of all reasonable subgroups of the DSLI by item and dimension are presented in Appendix F. The possible norm groups made available through this data display are shown in the sample report given in Appendix H.

For convenience, the following 17 norm tables have been prepared for the total intensity score (that is, the sum of the 52 intensity scores). The norm tables themselves are presented as Tables 16 through 32:

A. For all schools responding to the 1974-1975 administration of the DSLI:

  1. Students and Teachers responding to the Department Level.

  2. Students responding to the Department Level.

  3. Teachers responding to the Department Level.

  4. Students responding to the Overall School Level.

  5. Non-Students responding to the Overall School Level.

  6. Other Certified Staff responding to the Overall System Level.

B. For all elementary schools responding to the 1974-1975 administration of the DSLI:

  7. Non-Students responding to the Overall School Level.

C. For all middle schools responding to the 1974-1975 administration of the DSLI:

  8. Students and Teachers responding to the Department Level.

9. Students responding to the Department Level.

10. Teachers responding to the Department Level.

11. Students responding to the Overall School Level.

12. Non-Students responding to the Overall School Level.

D. [illegible] all secondary schools responding to the 1974-1975 administration of the DSLI:

13. Students and Teachers responding to the Department Level.

14. Students responding to the Department Level.

15. Teachers responding to the Department Level.

16. Students responding to the Overall School Level.

17. Non-Students responding to the Overall School Level.

Table 16

Norms for all Schools Combined
Students and Teachers to Department Levels
N = 118

Raw Score[a]	Intensity Raw Score[b]	Z Value	Percentile (%)
4	.0769	-2.3267	1
131	2.5192	-1.645	5
198	3.8077	-1.2817	10
245	4.7115	-1.0365	15
281	5.4038	- .8418	20
312	6.0000	- .6745	25
340	6.5385	- .5244	30
366	7.0385	- .3854	35
391	7.5192	- .2533	40
395	7.5962	- .2274	41
400	7.6923	- .2018	42
405	7.7885	- .1764	43
410	7.8846	- .151	44
414	7.9615	- .1256	45
419	8.0577	- .1005	46
424	8.1538	- .0752	47
428	8.2308	- .0502	48
433	8.3269	- .025	49
438	8.4231	0	50
442	8.5000	.025	51
447	8.5962	.0502	52
452	8.6923	.0752	53
456	8.7692	.1005	54
461	8.8654	.1256	55
466	8.9615	.151	56
471	9.0577	.1764	57
475	9.1346	.2018	58
480	9.2308	.2274	59
485	9.3269	.2533	60
510	9.8077	.3854	65
535	10.2885	.5244	70
564	10.8462	.6745	75
595	11.4423	.8418	80
631	12.1346	1.0365	85
677	13.0192	1.2817	90
745	14.3269	1.645	95

[a] Raw Score = $\sum_{i=1}^{52} I_i$

[b] Intensity Raw Score = $\frac{\sum_{i=1}^{52} I_i}{52}$

Table 17

Norms for all Schools Combined
Students to Department (Teachers)
N = 118

Raw Score[a]	Intensity Raw Score[b]	Z Value	Percentile (%)
171	3.2885	-2.3267	1
194	3.7308	-1.645	5
207	3.9808	-1.2817	10
215	4.1346	-1.0365	15
222	4.2692	- .8418	20
228	4.3846	- .6745	25
233	4.4808	- .5244	30
238	4.5769	- .3854	35
242	4.6538	- .2533	40
243	4.6731	- .2274	41
244	4.6923	- .2018	42
245	4.7115	- .1764	43
246	4.7308	- .151	44
247	4.7500	- .1256	45
248	4.7692	- .1005	46
249	4.7885	- .0752	47
250	4.8077	- .0502	48
250	4.8077	- .025	49
251	4.8269	0	50
252	4.8462	.025	51
253	4.8654	.0502	52
254	4.8846	.0752	53
255	4.9038	.1005	54
256	4.9231	.1256	55
		.151	56
257	4.9423	.1764	57
258	4.9615	.2018	58
259	4.9808	.2274	59
260	5.0000	.2533	60
265	5.0962	.3854	65
269	5.1731	.5244	70
274	5.2692	.6745	75
280	5.3846	.8418	80
287	5.5192	1.0365	85
296	5.6923	1.2817	90
308	5.9231	1.645	95
332	6.3846	2.3267	99

[a] Raw Score = $\sum_{i=1}^{52} I_i$

[b] Intensity Raw Score = $\frac{\sum_{i=1}^{52} I_i}{52}$

Table 18

Norms for all Schools Combined
Teachers to Department Heads
N = 118

Raw Score[a]	Intensity Raw Score[b]	Z Value	Percentile (%)
34	.6538	-2.3267	1
87	1.6731	-1.645	5
116	2.2308	-1.2817	10
135	2.5962	-1.0365	15
150	2.8846	- .8418	20
163	3.1346	- .6745	25
175	3.3654	- .5244	30
186	3.5769	- .3854	35
196	3.7692	- .2533	40
198	3.8077	- .2274	41
199	3.8269	- .2018	42
202	3.8846	- .1764	43
204	3.9231	- .151	44
206	3.9615	- .1256	45
208	4.0000	- .1005	46
210	4.0385	- .0752	47
212	4.0769	- .0502	48
214	4.1154	- .025	49
216	4.1538	0	50
218	4.1923	.025	51
220	4.2308	.0502	52
222	4.2692	.0752	53
224	4.3077	.1005	54
226	4.3462	.1256	55
228	4.3846	.151	56
230	4.4231	.1764	57
232	4.4615	.2018	58
234	4.5000	.2274	59
236	4.5385	.2533	60
246	4.7308	.3854	65
257	4.9423	.5244	70
269	5.1731	.6745	75
282	5.4231	.8418	80
297	5.7115	1.0365	85
316	6.0769	1.2817	90
345	6.6346	1.645	95
398	7.6538	2.3267	99

[a] Raw Score = $\sum_{i=1}^{52} I_i$

[b] Intensity Raw Score = $\frac{\sum_{i=1}^{52} I_i}{52}$

Table 19

Norms for all Schools Combined
Students to Overall School (Principal/Staff)
N = 118

Raw Score[a]	Intensity Raw Score[b]	Z Value	Percentile (%)
136	2.6154	-2.3267	1
175	3.3654	-1.645	5
196	3.7692	-1.2817	10
210	4.0385	-1.0365	15
221	4.2500	- .8418	20
231	4.4423	- .6745	25
239	4.5962	- .5244	30
249	4.7885	- .3854	35
255	4.9038	- .2533	40
256	4.9231	- .2274	41
257	4.9423	- .2018	42
259	4.9808	- .1764	43
261	5.0192	- .151	44
262	5.0385	- .1256	45
263	5.0577	- .1005	46
265	5.0962	- .0752	47
266	5.1154	- .0502	48
268	5.1538	- .025	49
269	5.1731	0	50
271	5.2115	.025	51
272	5.2308	.0502	52
273	5.2500	.0752	53
275	5.2885	.1005	54
276	5.3077	.1256	55
278	5.3462	.151	56
279	5.3654	.1764	57
281	5.4038	.2018	58
282	5.4231	.2274	59
284	5.4615	.2533	60
291	5.5962	.3854	65
299	5.7500	.5244	70
308	5.9231	.6745	75
317	6.0962	.8418	80
329	6.3269	1.0365	85
343	6.5962	1.2817	90
363	6.9808	1.645	95
397	7.6346	2.3267	99

[a] Raw Score = $\sum_{i=1}^{52} I_i$

[b] Intensity Raw Score = $\dfrac{\sum_{i=1}^{52} I_i}{52}$

Table 20

Norms for all Schools Combined
Non-Students to Overall School (Principal/Staff)
N = 118

Raw Score[a]	Intensity Raw Score[b]	Z Value	Percentile (%)
62	1.1923	-2.3267	1
114	2.1923	-1.645	5
141	2.7115	-1.2817	10
159	3.0577	-1.0365	15
174	3.3462	- .8418	20
187	3.5962	- .6745	25
198	3.8077	- .5244	30
209	4.0192	- .3854	35
219	4.2115	- .2533	40
221	4.2500	- .2274	41
223	4.2885	- .2018	42
225	4.3269	- .1764	43
227	4.3654	- .151	44
229	4.4038	- .1256	45
231	4.4423	- .1005	46
232	4.4615	- .0752	47
234	4.5000	- .0502	48
236	4.5385	- .025	49
238	4.5769	0	50
240	4.6154	.025	51
242	4.6538	.0502	52
244	4.6923	.0752	53
245	4.7115	.1005	54
247	4.7500	.1256	55
249	4.7885	.151	56
251	4.8269	.1764	57
253	4.8654	.2018	58
255	4.9038	.2274	59
257	4.9423	.2533	60
267	5.1346	.3854	65
278	5.3462	.5244	70
289	5.5577	.6745	75
302	5.8077	.8418	80
316	6.0769	1.0365	85
335	6.4423	1.2817	90
363	6.9808	1.645	95
414	7.9615	2.3267	99

[a] Raw Score = $\sum_{i=1}^{52} I_i$

[b] Intensity Raw Score = $\frac{\sum_{i=1}^{52} I_i}{52}$

Table 21

Norms for all Schools Combined
Other Certified to System Level
N = 118

Raw Score[a]	Intensity Raw Score[b]	Z Value	Percentile (%)
64	1.2308	-1.645	5
107	2.0577	-1.2817	10
136	2.6154	-1.0365	15
159	3.0577	- .8418	20
179	3.4423	- .6745	25
197	3.7885	- .5244	30
213	4.0962	- .3854	35
229	4.4038	- .2533	40
232	4.4615	- .2274	41
235	4.5192	- .2018	42
238	4.5769	- .1764	43
241	4.6346	- .151	44
244	4.6923	- .1256	45
247	4.7500	- .1005	46
250	4.8077	- .0752	47
253	4.8654	- .0502	48
256	4.9231	- .025	49
259	4.9808	0	50
262	5.0385	.025	51
265	5.0962	.0502	52
268	5.1538	.0752	53
270	5.1923	.1005	54
273	5.2500	.1256	55
276	5.3077	.151	56
279	5.3654	.1764	57
282	5.4231	.2018	58
286	5.5000	.2274	59
289	5.5577	.2533	60
304	5.8462	.3854	65
321	6.1731	.5244	70
338	6.5000	.6745	75
358	6.8846	.8418	80
381	7.3269	1.0365	85
410	7.8846	1.2817	90
453	8.7115	1.645	95
534	10.2692	2.3267	99

[a] Raw Score = $\sum_{i=1}^{52} I_i$

[b] Intensity Raw Score = $\frac{\sum_{i=1}^{52} I_i}{52}$

Table 22

Norms for Elementary School Respondents
Non-Students to Overall School (Principal/Staff)
N = 24

Raw Score[a]	Intensity Raw Score[b]	Z Value	Percentile (%)
48	.9231	-1.645	5
83	1.5962	-1.2817	10
107	2.0577	-1.0365	15
125	2.4038	- .8418	20
141	2.7115	- .6745	25
156	3.0000	- .5244	30
169	3.2500	- .3854	35
182	3.5000	- .2533	40
184	3.5385	- .2274	41
187	3.5962	- .2018	42
189	3.6346	- .1764	43
192	3.6923	- .151	44
194	3.7308	- .1256	45
196	3.7692	- .1005	46
199	3.8269	- .0752	47
201	3.8654	- .0502	48
204	3.9231	- .025	49
206	3.9615	0	50
208	4.0000	.025	51
211	4.0577	.0502	52
213	4.0962	.0752	53
216	4.1538	.1005	54
218	4.1923	.1256	55
221	4.2500	.151	56
223	4.2885	.1764	57
226	4.3462	.2018	58
228	4.3846	.2274	59
230	4.4231	.2533	60
243	4.6731	.3854	65
257	4.9423	.5244	70
271	5.2115	.6745	75
287	5.5192	.8418	80
306	5.8846	1.0365	85
329	6.3269	1.2817	90
364	7.0000	1.645	95
430	8.2692	2.3267	99

[a] Raw Score = $\sum_{i=1}^{52} I_i$

[b] Intensity Raw Score = $\frac{\sum_{i=1}^{52} I_i}{52}$

Table 23

Norms for Middle School Respondents Students and Teachers to Department Levels

N = 54

Raw Score[a]	Intensity Raw Score[b]	Z Value	Percentile (%)
108	2.0769	-2.3267	1
142	2.7308	-1.645	5
161	3.0962	-1.2817	10
173	3.3269	-1.0365	15
183	3.5192	- .8418	20
192	3.6923	- .6745	25
199	3.8269	- .5244	30
206	3.9615	- .3854	35
213	4.0962	- .2533	40
214	4.1154	- .2274	41
216	4.1538	- .2018	42
217	4.1731	- .1764	43
218	4.1923	- .151	44
219	4.2115	- .1256	45
221	4.2500	- .1005	46
222	4.2692	- .0752	47
223	4.2885	- .0502	48
224	4.3077	.025	49
226	4.3462	0	50
227	4.3654	.025	51
228	4.3846	.0502	52
230	4.4231	.0752	53
231	4.4423	.1005	54
232	4.4615	.1256	55
233	4.4808	.151	56
235	4.5192	.1764	57
236	4.5385	.2018	58
237	4.5577	.2274	59
239	4.5962	.2533	60
245	4.7115	.3854	65
252	4.8462	.5244	70
260	5.0000	.6745	75
268	5.1538	.8418	80
278	5.3462	1.0365	85
291	5.5962	1.2817	90
309	5.9423	1.645	95
394	7.5769	2.3267	99

[a] Raw Score = $\sum_{i=1}^{52} I_i$

[b] Intensity Raw Score = $\frac{\sum_{i=1}^{52} I_i}{52}$

Table 24

Norms for Middle School Respondents
Students to Department (Teachers)
N = 54

Raw Score[a]	Intensity Raw Score[b]	Z Value	Percentile (%)
166	3.1923	-2.3267	1
188	3.6154	-1.645	5
199	3.8269	-1.2817	10
207	3.9808	-1.0365	15
213	4.0962	- .8418	20
218	4.1923	- .6745	25
223	4.2885	- .5244	30
228	4.3846	- .3854	35
232	4.4615	- .2533	40
233	4.4808	- .2274	41
234	4.5000	- .2018	42
234	4.5000	- .1764	43
235	4.5192	- .151	44
236	4.5385	- .1256	45
237	4.5577	- .1005	46
238	4.5769	- .0752	47
238	4.5769	- .0502	48
239	4.5962	- .025	49
240	4.6154	0	50
241	4.6346	.025	51
241	4.6346	.0502	52
242	4.6538	.0752	53
243	4.6731	.1005	54
244	4.6923	.1256	55
245	4.7115	.151	56
245	4.7155	.1764	57
246	4.7308	.2018	58
247	4.7500	.2274	59
248	4.7692	.2533	60
252	4.8462	.3854	65
256	4.9231	.5244	70
261	5.0192	.6745	75
266	5.1154	.8418	80
272	5.2308	1.0365	85
280	5.3846	1.2817	90
292	5.6154	1.645	95
313	6.0192	2.3267	99

[a] Raw Score = $\sum_{i=1}^{52} I_i$

[b] Intensity Raw Score = $\frac{\sum_{i=1}^{52} I_i}{52}$

Table 25

Norms for Middle School Respondents
Teachers to Department Heads
N = 54

Raw Score[a]	Intensity Raw Score[b]	Z Value	Percentile (%)
60	1.1538	-2.3267	1
103	1.9808	-1.645	5
126	2.4231	-1.2817	10
142	2.7308	-1.0365	15
154	2.9615	- .8418	20
165	3.1731	- .6745	25
175	3.3654	- .5244	30
183	3.5192	- .3854	35
192	3.6923	- .2533	40
194	3.7308	- .2274	41
195	3.7500	- .2018	42
197	3.7885	- .1764	43
198	3.8077	- .151	44
200	3.8462	- .1256	45
201	3.8654	- .1005	46
203	3.9038	- .0752	47
205	3.9423	- .0502	48
206	3.9615	- .025	49
208	4.0000	0	50
210	4.0385	.025	51
211	4.0577	.0502	52
213	4.0962	.0752	53
215	4.1346	.1005	54
216	4.1538	.1256	55
218	4.1923	.151	56
219	4.2115	.1764	57
221	4.2500	.2018	58
223	4.2885	.2274	59
224	4.3077	.2533	60
233	4.4808	.3854	65
242	4.6538	.5244	70
251	4.8269	.6745	75
262	5.0385	.8418	80
274	5.2692	1.0365	85
290	5.5769	1.2817	90
313	6.0192	1.645	95
356	6.8462	2.3267	99

[a] Raw Score = $\sum_{i=1}^{52} I_i$

[b] Intensity Raw Score = $\frac{\sum_{i=1}^{52} I_i}{52}$

Table 26

Norms for Middle School Respondents
Students to Overall School (Principal/Staff)
N = 54

Raw Score[a]	Intensity Raw Score[b]	Z Value	Percentile (%)
135	2.5962	-2.3267	1
167	3.2115	-1.645	5
184	3.5385	-1.2817	10
196	3.7692	-1.0365	15
205	3.9423	- .8418	20
213	4.0962	- .6745	25
220	4.2308	- .5244	30
227	4.3654	- .3854	35
233	4.4808	- .2533	40
234	4.5000	- .2274	41
236	4.5385	- .2018	42
237	4.5577	- .1764	43
238	4.5769	- .151	44
239	4.5962	- .1256	45
240	4.6154	- .1005	46
242	4.6538	- .0752	47
243	4.6731	- .0502	48
244	4.6923	- .025	49
245	4.7115	0	50
246	4.7308	.025	51
247	4.7500	.0502	52
249	4.7885	.0752	53
250	4.8077	.1005	54
251	4.8269	.1256	55
252	4.8462	.151	56
253	4.8654	.1764	57
255	4.9038	.2018	58
256	4.9231	.2274	59
257	4.9423	.2533	60
263	5.0577	.3854	65
270	5.1923	.5244	70
277	5.3269	.6745	75
285	5.4808	.8418	80
294	5.6538	1.0365	85
306	5.8846	1.2817	90
323	6.2115	1.645	95
355	6.8269	2.3267	99

[a] Raw Score = $\sum_{i=1}^{52} I_i$

[b] Intensity Raw Score = $\dfrac{\sum_{i=1}^{52} I_i}{52}$

Table 27

Norms for Middle School Respondents
Non-Students to Overall School (Principal/Staff)
N = 54

Raw Score[a]	Intensity Raw Score[b]	Z Value	Percentile (%)
100	1.9231	-2.3267	1
144	2.7692	-1.645	5
168	3.2308	-1.2817	10
183	3.5192	-1.0365	15
196	3.7692	- .8418	20
207	3.9808	- .6745	25
216	4.1538	- .5244	30
225	4.3269	- .3854	35
234	4.5000	- .2533	40
236	4.5385	- .2274	41
237	4.5577	- .2018	42
239	4.5962	- .1764	43
241	4.6346	- .151	44
242	4.6538	- .1256	45
244	4.6923	- .1005	46
245	4.7115	- .0752	47
247	4.7500	- .0502	48
249	4.7885	- .025	49
250	4.8077	0	50
252	4.8462	.025	51
254	4.8846	.0502	52
255	4.9038	.0752	53
256	4.9231	.1005	54
258	4.9615	.1256	55
260	5.0000	.151	56
262	5.0385	.1764	57
263	5.0577	.2018	58
265	5.0962	.2274	59
267	5.1346	.2533	60
275	5.2885	.3854	65
284	5.4615	.5244	70
294	5.6538	.6745	75
305	5.8654	.8418	80
317	6.0962	1.0365	85
333	6.4038	1.2817	90
357	6.8654	1.645	95
400	7.6923	2.3267	99

[a] Raw Score = $\sum_{i=1}^{52} I_i$

[b] Intensity Raw Score = $\frac{\sum_{i=1}^{52} I_i}{52}$

Table 28

Norms for Secondary School Respondents Students and Teachers to Department Levels

N = 40

Raw Score[a]	Intensity Raw Score[b]	Z Value	Percentile (%)
107	2.0577	-2.3267	1
147	2.8269	-1.645	5
168	3.2308	-1.2817	10
183	3.5192	-1.0365	15
194	3.7308	- .8418	20
204	3.9231	- .6745	25
213	4.0962	- .5244	30
221	5.2500	- .3854	35
229	4.4038	- .2533	40
231	4.4423	- .2274	41
232	4.4615	- .2018	42
234	4.5000	- .1764	43
235	4.5192	- .151	44
237	4.5577	- .1256	45
238	4.5769	- .1005	46
240	4.6154	- .0752	47
241	4.6346	- .0502	48
242	4.6538	- .025	49
244	4.6923	0	50
245	4.7115	.025	51
247	4.7500	.0502	52
248	4.7692	.0752	53
250	4.8077	.1005	54
251	4.8269	.1256	55
253	4.8654	.151	56
254	4.8846	.1764	57
256	4.9231	.2018	58
257	4.9423	.2274	59
259	4.9808	.2533	60
266	5.1154	.3854	65
275	5.2885	.5244	70
284	5.4615	.6745	75
294	5.6538	.8418	80
305	5.8654	.0365	85
319	6.1346	1.2817	90
341	6.5577	1.645	95
381	7.3269	2.3267	99

[a] Raw Score = $\sum_{i=1}^{52} I_i$

[b] Intensity Raw Score = $\frac{\sum_{i=1}^{52} I_i}{52}$

Table 29

Norms for Secondary School Respondents
Students to Department (Teachers)
N = 40

Raw Score[a]	Intensity Raw Score[b]	Z Value	Percentile (%)
191	3.6731	-2.3267	1
213	4.0962	-1.645	5
225	4.3269	-1.2817	10
233	4.4808	-1.0365	15
239	4.5962	- .8418	20
245	4.7115	- .6745	25
249	4.7885	- .5244	30
254	4.8846	- .3854	35
258	4.9615	- .2533	40
259	4.9808	- .2274	41
260	5.0000	- .2018	42
261	5.0192	- .151	44
262	5.0385	- .1256	45
263	5.0577	- .1005	46
264	5.0769	- .0502	48
265	5.0962	- .025	49
266	5.1154	0	50
267	5.1346	.025	51
268	5.1538	.0502	52
269	5.1731	.0752	53
270	5.1923	.1256	55
271	5.2115	.151	56
272	5.2308	.1764	57
273	5.2500	.2018	58
274	5.2692	.2533	60
279	5.3654	.3854	65
283	5.4423	.5244	70
288	5.5385	.6745	75
293	5.6346	.8418	80
300	5.7692	1.0365	85
305	5.8654	1.2817	90
319	6.1346	1.645	95
341	6.5577	2.3267	99

[a] Raw Score = $\sum_{i=1}^{52} I_i$

[b] Intensity Raw Score = $\frac{\sum_{i=1}^{52} I_i}{52}$

Table 30

Norms for Secondary School Respondents
Teachers to Department Heads
N = 40

Raw Score[a]	Intensity Raw Score[b]	Z Value	Percentile (%)
52	1.0000	-2.3267	1
101	1.9423	-1.645	5
126	2.4231	-1.2817	10
144	2.7692	-1.0365	15
158	3.0385	- .8418	20
170	3.2692	- .6745	25
181	3.4808	- .5244	30
191	3.6731	- .3854	35
200	3.8462	- .2533	40
202	3.8846	- .2274	41
204	3.9231	- .2018	42
206	3.9615	- .1764	43
208	4.0000	- .151	44
209	4.0192	- .1256	45
211	4.0577	- .1005	46
213	4.0962	- .0752	47
215	4.1346	- .0502	48
217	4.1731	- .025	49
218	4.1923	0	50
220	4.2308	.025	51
222	4.2692	.0502	52
223	4.2885	.0752	53
225	4.3269	.1005	54
227	4.3654	.1256	55
229	4.4038	.151	56
231	4.4423	.1764	57
233	4.4808	.2018	58
235	4.5192	.2274	59
236	4.5385	.2533	60
246	4.7308	.3854	65
256	4.9231	.5244	70
267	5.1346	.6745	75
279	5.3654	.8418	80
292	5.6154	1.0365	85
310	5.9615	1.2817	90
336	6.4615	1.645	95
385	7.4038	2.3267	99

[a] Raw Score = $\sum_{i=1}^{52} I_i$

[b] Intensity Raw Score = $\frac{\sum_{i=1}^{52} I_i}{52}$

Table 31

Norms for Secondary School Respondents Students to Overall School (Principal/Staff)

N = 40

Raw Score[a]	Intensity Raw Score[b]	Z Value	Percentile (%)
178	3.4231	-2.3267	1
215	4.1346	-1.645	5
234	4.5000	-1.2817	10
247	4.7500	-1.0365	15
258	4.9615	- .8418	20
267	5.1346	- .6745	25
275	5.2885	- .5244	30
282	5.4231	- .3854	35
289	5.5577	- .2533	40
291	5.5962	- .2274	41
292	5.6154	- .2018	42
294	5.6538	- .1764	43
295	5.6731	- .151	44
296	5.6923	- .1256	45
297	5.7115	- .1005	46
299	5.7500	- .0752	47
300	5.7692	- .0502	48
301	5.7885	- .025	49
303	5.8269	0	50
304	5.8462	.025	51
306	5.8846	.0502	52
307	5.9038	.0752	53
308	5.9231	.1005	54
309	5.9423	.1256	55
311	5.9809	.151	56
312	6.0000	.1764	57
314	6.0385	.2018	58
315	6.0577	.2274	59
316	6.0769	.2533	60
323	6.2115	.3854	65
331	6.3654	.5244	70
339	6.5192	.6745	75
348	6.6923	.8418	80
358	6.8846	1.0365	85
371	7.1346	1.2817	90
391	7.5192	1.645	95
427	8.2115	2.3267	99

[a] Raw Score = $\sum_{i=1}^{52} I_i$

[b] Intensity Raw Score = $\frac{\sum_{i=1}^{52} I_i}{52}$

Table 32

Norms for Secondary School Respondents
Non-Students to Overall School (Principal/Staff)
N = 40

Raw Score[a]	Intensity Raw Score[b]	Z Value	Percentile (%)
116	2.2308	-2.3267	1
156	3.0000	-1.645	5
178	3.4231	-1.2817	10
192	3.6923	-1.0365	15
203	3.9038	- .8418	20
213	4.0962	- .6745	25
222	4.2692	- .5244	30
230	4.4231	- .3854	35
238	4.5769	- .2533	40
240	4.6154	- .2274	41
241	4.6346	- .2018	42
243	4.6731	- .1764	43
244	4.6923	- .151	44
245	4.7115	- .1256	45
247	4.7500	- .1005	46
248	4.7692	- .0752	47
250	4.8077	- .0502	48
251	4.8269	- .025	49
253	4.8654	0	50
254	4.8846	.025	51
256	4.9231	.0502	52
257	4.9423	.0752	53
259	4.9808	.1005	54
260	5.0000	.1256	55
262	5.0385	.151	56
263	5.0577	.1764	57
265	5.0962	.2018	58
266	5.1154	.2274	59
268	5.1538	.2533	60
276	5.3077	.3854	65
284	5.4615	.5244	70
293	5.6346	.6745	75
302	5.8077	.8418	80
314	6.0385	1.0365	85
328	6.3077	1.2817	90
350	6.7308	1.645	95
390	7.5000	2.3267	99

[a] Raw Score = $\sum_{i=1}^{52} I_i$

[b] Intensity Raw Score = $\frac{\sum_{i=1}^{52} I_i}{52}$

CHAPTER IV

Conclusions and Recommendations

Schools are organizations. All well-functioning organizations strive to achieve their goals, remain internally adjusted, and externally adapted. As modern life becomes more complex, it is increasingly difficult for school organizations to remain internally adjusted, and, thus to efficiently achieve their goals.

Conclusions

In school administration theory there are a variety of models from industrial management and the behavioral sciences which are offered as untested guides for action. In addition, schools have been traditionally evaluated only in terms of goal achievement; however, in more modern approaches to schools as organizations, a systems approach is advocated. In using a systems approach, one must consider the subsystems and their influence on each other, as well as their influence on final output. The practitioner, however, most often finds himself operating from a pragmatic approach which may or may not be related to a theoretical model and/or a systems approach.

One reason why school leaders are so often forced to adopt a pragmatic approach is the fact that the available technology lags far behind theory. There is a paucity of instruments and accompanying systems technology available in education which are directly related to theoretical models in educational administration and leadership.

The Diagnostic Study for Leadership Improvement (DSLI) is a significant contribution in filling this gap. It has been empirically proven as a diagnostic survey based upon a theoretical model which provides information about the dysfunctioning of critical processes derived from the model. Its reliability and validity have been established using a stratified random sample population of school systems throughout the United States.

In conclusion, the "Diagnostic Study of the Human Organization in Schools" has added to the available theory development and its accompanying technology. It is a reliable and valid diagnostic survey which can be used for a systems approach to understanding and improving school leadership at all levels.

Recommendations

The DSLI may be used for two major purposes. One recommended use of the DSLI is to conduct further research on school leadership and its impact on the people in school organizations. Another recommended use of the DSLI is for field diagnosis and leadership improvement.

Research. A definite advantage in using the DSLI as a research tool is that the participating schools receive the kind of report which helps to compensate for the time and effort which they are asked to expend in order for the researcher to get his/her data. Too often researchers use subjects in schools to gather data, but the feedback to the schools is esoteric and, consequently, unusable. The report accompanying the use of the DSLI provides usable data for school leaders, as well as giving the kinds of data (means and standard deviations) which can be used by the researcher to investigate meaningful questions. Some of the questions which may be of importance to investigate are listed below.

1. Does working on critical items identified by the DSLI cause a significant lowering of the overall intensity score over a period of three to four years?

2. As DSLI intensity scores improve, are there, over time, corresponding decreases in vandalism, drop-out rates, absenteeism, staff turnover, etc.?

3. Do graduates of comparable socio-economic type schools with lower intensity scores become more productive citizens (criteria explicitly defined) than do graduates of comparable socio-economic type schools with higher intensity scores?

4. What effect does classroom or departmental organizational health have upon norm referenced and/or criterion referenced achievement?

School leadership diagnosis and improvement. A first prerequisite for leadership improvement for the areas tapped by the DSLI is a recognition of a need to improve in these areas. For example, if an individual does not recognize or admit to his need to quit smoking tobacco, then it is unlikely that he/she will go to a medical doctor for a diagnosis of the effect of smoking upon his health. Unless a school leader feels a need to diagnose the areas tapped by the DSLI, it is unreasonable to expect the diagnosis to be of any value and lead to improvement.

A second prerequisite for leadership improvement is that an adequate and feasible means for proper diagnoses be available. These prerequisites are the bases for the following recommendations.

1. It is recommended that the DSLI be used only by school leaders who are interested in dealing with the causal and intervening organizational variables. The causal variables include the school's organizational structure and the school leader's strategies, policies, decisions, skills, and behavior. The intervening variables are the loyalties, attitudes, motivations, and perceptions of subordinates.

2. It is further recommended that a non-profit agency, such as a university, a state department of education, or a professional association, with computer services be encouraged to make the DSLI materials and reports available to schools and researchers on a slightly above cost basis.

Summary

The National Institute of Education has provided support for the development of the DSLI. This study makes a significant contribution by demonstrating that the DSLI is reliable and valid. It offers a further contribution by providing the kind of data report which can be used by practioners for their own purposes of leadership improvement.

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APPENDIX A

The Chronological Procedure of the Study

The Chronological Procedure of the Study

The time schedule for this project was critical since two administrations of the survey had to be given, one in February/March of 1974 and another one a year later in February/March of 1975. This Appendix presents chronologically the steps employed in the study.

1. July through September, 1973

    1.1 Graduate assistants were identified and oriented to the project objectives.
    1.2 Worked with Research Triangle Institute (RTI) in developing a sample framework.
    1.3 Investigated printing and processing firms and identified Westinghouse Learning Corporation as the one which could produce the work according to the time schedule.

2. October through December, 1973

    2.1 RTI drew the stratified random sample using the following frame:

Approximate Sample Allocation to School System by Size of System

Size of System (total enrollment)	Number of Systems	Number of Pupils (000)	Planned Sample Allocation
25,000 or more	184	13,247	14
10,000 to 24,999	558	8,198	8
5,000 to 9,999	1,110	7,725	8
Total for sample population	1,852	29,170	30

    2.2 Brochures and explanatory materials were prepared which explained and gave examples of:
        - The overall nature of the project
        - The survey instrument
        - The purpose of the project

- Who was to be involved and how
- What we got out of the project
- What the school system got out of the project
- Sample reports to be received by the school system

2.3 Letters were written to each selected superintendent. These letters were followed by telephone calls asking for agreement to participate and the identification of a liason person.

2.4 Header sheets were developed for the purpose of getting information about each school concerning:

- Area served by the school (urban, suburban, or rural)
- School system student population
- Student enrollment in school
- Number of teachers in the school
- Student/teacher enrollment
- Union contract
- Principal assistants
- Grade levels in the school

2.5 The first printing of an optical scan questionnaire was accomplished.

2.6 Procedures for randomly selecting the schools within a system and the students within a school were outlined by RTI.

3. January through March, 1974

3.1 Final selections of participating school systems were made. Twenty-three school systems agreed to participate in the study.

3.2 Final selections of schools within participating systems were made. In all, 124 schools were selected to participate in the first administration. Where possible two schools tapping seventh-grade students, two schools tapping ninth-grade students, two schools tapping eleventh-grade students, and an elementary school were randomly selected in each participating school system.

3.3 Final random selections of homerooms for student participation were made. Five homerooms were selected in each school. The students in each of four homerooms were assigned one of the four major subject areas (language arts, social studies, science, and mathematics). The fifth homeroom was sequentially assigned one of the four remaining subject areas (health, P.E., safety; home and industrial arts; vocational education; fine arts).

3.4 Standardized and specific directions for the survey administration were developed and tried out in pilot studies.

3.5 Reporting procedures and programming for the reports were developed.

3.6 The survey booklets were hand carried to each participating school system. The booklets were all packaged and appropriately labelled for personal distribution. The labels identified the packages for each school and for each homeroom teacher within the school. Each package contained instructions for administration as well as instructions for packaging and shipping back to Georgia.

4. April through June, 1974

4.1 Survey booklets were completed and returned to the University of Georgia. Each booklet was examined to determine completeness of demographic data and booklets with obvious indiscriminate responses were eliminated.

4.2 Survey booklets were packaged and forwarded to Westinghouse Learning Corporation for scoring and processing.

4.3 Data tapes were returned from Westinghouse to Georgia. These tapes were used to generate means, and results were factor-analyzed.

5. July through September, 1974

5.1 Revisions in the original reporting program were made. Upon examination of the report generated, it was decided that an items report was essential and Westinghouse was instructed to prepare an items report.

5.2 Data analyses were made and factor analyses were conducted.

5.3 Procedures for data feedback were decided upon and schedules for visitation for data reporting were made.

5.4 Directions for improvement were developed for each item in the survey. These directions for improvement were based upon the Likert theory.

5.5 Two day, on-site visitations were started in September.

5.6 On-site visitations to each participating school were conducted. These on-site visitations involved a general meeting with central office personnel from each of the participating schools within the system. At this general meeting, the underlying explanations were made concerning: (1) the general reports; (2) the items reports; (3) the critical items report; (4) the action plans; and, (5) readministration of the survey. After each general meeting, individual meetings were held with each participating school principal and members of his staff. At these individual meetings, project staff reviewed and helped to interpret the reports for the individual school.

6. October through December, 1974

6.1 School on-site visitations were completed.

6.2 The survey instrument was revised on the basis of data analyses. Students' and teachers' responses to the Overall System were eliminated and the items included in the survey were reduced from 65 to 52.

6.3 The name of the survey was changed from the School Organizational Development Questionnaire (SODQ) to Diagnostic Survey for Leadership Improvement (DSLI). This name change was a result of concern expressed by participating principals that the diagnostic aspects should be stressed.

6.4 A letter was written to each participating school principal asking for information concerning changes in school organization and in school personnel involved in the first administration of the survey.

6.5 Arrangements were made for the printing of the revised survey.

6.6 Arrangements were made for making revisions in the programming for the next report to school systems.

6.7 The directions for administering the survey were redone and printed.

6.8 A revised Explanation and Guide for the Use of the Diagnostic Survey for Leadership Improvement (DSLI) was developed and printed.

7. January through March, 1975

    7.1 Readministration plans were completed and the DSLI's were packaged and shipped for readministration.
    7.2 Check lists for noting action taken by participating schools were compiled.
    7.3 A product report for NIE was prepared.

8. April through June, 1975

    8.1 Post surveys were administered by the participating school systems and returned to the University of Georgia for screening.
    8.2 Post surveys were screened at the University of Georgia and forwarded to Westinghouse Learning Corporation for processing.

9. July through September, 1975

    9.1 The surveys were scored and processed at Westinghouse and sent to the University of Georgia.
    9.2 The reports were distributed to the participating schools.

10. October through December, 1975

    10.1 The method of computing the intensity score was revised to eliminate distortion in the middle ranges.
    10.2 A special feedback study was conducted as a partial validity check.
    10.3 Arrangements were made with a consulting research team at Oklahoma State University to plan analyses reports.

11. January through March, 1976

    11.1 Factor analyses were conducted.
    11.2 Norm tables were produced.

12. April through June, 1976
    12.1 The report program was revised to take into account the revised method of computing the intensity scores.
    12.2 A report was prepared for the total sample.
    12.3 The final report to NIE was written and submitted.

APPENDIX B

School Systems and Schools in National Study

School Systems and Schools in National Study

Stratum Number	System	Sys. No.	School Number	School	Grade(s)
4	Memphis City Memphis, TN # of Students: 148,513	14	001	Shady Grove	Elem.
		14	002[a]	Fairview Jr. High	7
		14	003	Hamilton Jr. High	7
		14	004[a]	Cypress Jr. High	9
		14	005[a]	Craigmont Jr. High	9
		14	006	Douglas High	11
		14	007	Messick High	11
4	St. Louis City St. Louis, MO # of Students: 96,127	21	001[a]	Gardenville Elementary	Elem.
		21	004[a]	Southwest High	9
		21	006[a]	Cleveland High	11
5	Orange County Orlando, FL # of Students: 83,782	8	001	Eccleston Elementary	Elem.
		8	002	Conway Jr. High	7
		8	003	Memorial Jr. High	7
		8	004	Robinswood Jr. High	9
		8	005	Winter Park Jr. High	9
		8	006	Evans High	11
		8	007	Oak Ridge High	11

[a] These schools had a change in the principalship for the post-survey (1975).

[b] These schools did not participate in the post-survey (1975).

Stratum Number	System	Sys. No.	School Number	School	Grade(s)
6	Wichita City Wichita, KS	22	001	Lincoln Elementary	Elem.
	# of Students: 62,394	22	002[a]	Brooks Jr. High	7
		22	003[a]	Coleman Jr. High	7
		22	004[b]	Hamilton Jr. High	9
		22	005[a]	Curtis Jr. High	9
		22	006	Heights High	11
		22	007[a]	East High	11
6	Brevard County Titusville, FL	7	001[a]	Patrick AFB	Elem.
		7	002	De Laura Jr. High	7
	# of Students: 61,193	7	003	LBJ Jr. High	7
		7	004[b]	Andrew Jackson Jr. High	9
		7	005[a]	Thom. Jefferson Jr. High	9
		7	006	Merritt Is. High	11
		7	007	Titusville High	11
7	Richmond City Richmond, VA	15	001	Ginter Park	Elem.
		15	002	Henderson Middle	7
	# of Students: 47,239	15	003[a]	Bainbridge Middle	7
		15	004	John F. Kennedy	9
		15	005[a]	Open School	9
		15	006	Maggie Walker High	11
		15	007	J. Marshall High	11

[a] These schools had a change in the principalship for the post-survey (1975).

[b] These schools did not participate in the post-survey (1975).

Stratum Number	System	Sys. No.	School Number	School	Grade(s)
7	Ft. Wayne Community Sch. Ft. Wayne, IN # of Students: 40,931	17	001	Northcrest Elementary	Elem.
		17	002	Portage Jr. High	7
		17	003	Lakeside Jr. High	7
		17	004[a]	Miami Jr. High	9
		17	005	Lane Jr. High	9
		17	006	Snider High	11
		17	007	Southside High	11
8	Grossmont Union High La Mesa, CA # of Students: 27,704	27	004[b]	Mt. Miguel High	9
		27	056[b]	El Cajon High	9
		27	007[b]	Granite Hills High	11
9	Garland ISD Garland, TX # of Students: 26,000	25	001	Park Crest	Elem.
		25	002	Jackson Jr. High	7
		25	003	Memorial Jr. High	7
		25	005[a]	O'Banion Jr. High	9
		25	046	N. Garland High	9 & 11
		25	007	S. Garland High	11
9	Arlington ISD Arlington, TX # of Students: 25,800	26	001	Amos Elem.	Elem.
		26	240	Joe Bailey Jr. High	7 & 9
		26	003	Nichols Jr. High	7
		26	005	G. C. Hutchenson	9
		26	006	S. Houston High	11
		26	007	Arlington High	11

[a] These schools had a change in the principalship for the post-survey (1975).

[b] These schools did not participate in the post-survey (1975).

Stratum Number	System	Sys. No.	School Number	School	Grade(s)
10	Sarasota County Sarasota, FL # of Students: 20,028	9	001	Bay Haven	Elem.
		9	002	Sarasota Jr. High	7
		9	003	Brookside Jr. High	7
		9	004	Venice Jr. High	9
		9	006	Riverview Sr. High	11
		9	007	Sarasota Sr. High	11
10	La Fourche Parish Thibidaux, LA # of Students: 19,701	13	001	Cut Off Elem.	Elem.
		13	002[a]	Chack Bay	7
		13	003	Golden Meadow Jr. High	7
		13	004[a]	Galliano Jr. High	9
		13	005	Raceland Jr. High	9
		13	006	S. La Fourche High	11
		13	007	Thibidaux High	11
11	Bay County Panama City, FL # of Students: 18,744	11	001	Oakland Terr.	Elem.
		11	002	Rosenwald Jr. High	7
		11	003	Mowat Jr. High	7
		11	004	Jinks Jr. High	9
		11	005	Everitt Jr. High	9
		11	006	Rutherford High	11
		11	007	Bay High	11

[a] Those schools had a change in the principalship for the post-survey (1975).

[b] These schools did not participate in the post-survey (1975).

Stratum Number	System	Sys. No.	School Number	School	Grade(s)
11	Baldwin County Bay Minnette, AL # of Students: 14,331	10	001	Cross Roads Elementary	Elem.
		10	002	Daphne Middle	7
		10	003[a]	Loxley Jr. High	7
		10	056	Foley High	9 & 11
		10	047[a]	Fairhope High	9 & 11
12	Gadsden City Gadsden, AL # of Students: 11,330	18	001	Striplin Elem.	Elem.
		18	240	Litchfield Jr. High	7 & 9
		18	003	Disque Jr. High	7
		18	005	Gen. Forrest Jr. High	9
		18	007[a]	Emma Sansom High	11
13	Richmond Community Richmond, IN # of Students: 10,613	20	001	Highland Hts. Elementary	Elem.
		20	250	Dennis Jr. High	7 & 9
		20	003[a]	Pleasant View Jr. High	7
		20	004[a]	Test Jr. High	9
		20	006	Richmond Sr. High	11
13	Jefferson Elementary Daly City, CA # of Students: 10,074	28	001[a]	Gen. Pershing	Elem.
		28	002[a]	Benj. Franklin	7
		28	003[b]	Colma Intermediate	7

[a] These schools had a change in the principalship for the post-survey (1975).

[b] These schools did not participate in the post-survey (1975).

Stratum Number	System	Sys. No.	School Number	School	Grade(s)
14	Santa Rosa County Milton, FL # of Students: 9,998	16	001	Holley Elem.	Elem.
		16	002	King Middle	7
		16	003	Hobbs Middle	7
		16	004	Milton High	9
		16	006[a]	Gulf Breeze	11
		16	007	Jay High	11
14	Newton Community Newton, IA # of Students: 5,000	19	001	Lincoln Elem.	Elem.
		19	110	Emerson Hough Elementary	Elem.
		19	240	Central Jr. High	7 & 9
		19	350	Bere Jr. High	7 & 9
		19	006	Newton Sr. High	11
15	Winona Winona, MN # of Students: 6,587	23	001[a]	Washington-Kosciusko	Elem.
		23	240	Winona Jr. High	7 & 9
		23	006	Winona Sr. High	11
15	Essex County Methuen, MA # of Students: 5,666	5	001[a]	Stephen Barker Elementary	Elem.
		5	002	Central Jr. High	7
		5	004[a]	Methuen Jr. High	9
		5	006	Tenney High	11
16	Lincoln County Newport, OR # of Students: 5,619	24	001	Delake Elem.	Elem.
		24	002[b]	Toledo Jr. High	7
		24	340[a]	Lincoln Jr. High	7 & 9
		24	005[a]	Siletz High	9
		24	006[a]	Waldport High	11
		24	007	Newport High	11

[a] These schools had a change in the principalship for the post-survey (1975).

[b] These schools did not participate in the post-survey (1975).

Stratum Number	System	Sys. No.	School Number	School	Grade(s)
17	Newport County Newport, RI	4	001	Underwood Elementary	Elem.
	# of Students: 6,336	4	240	Thompson Jr. High	7 & 9
		4	007	Rogers High	11

Summary

School Grade Level	Number of Schools		
	1974	Lost	1975
Elementary	23	0	23
Middle (grades 7 & 9)	66	(-6)	60
High (grades 9 & 11)	36	(-1)	35
Totals	125	(-7)	118

Retained	94.4%
Lost	5.6%

Changes in the principalship = 32, or 27%, of the 118 schools.

APPENDIX C

DSLI Directions for Improvement

DSLI Directions for Improvement

DSLI Item	Directions
01	Leaders demonstrate by their actions that they value contributions which subordinates can make to organizational tasks.
02	Whenever possible teamwork should be used.
03	Increase opportunities for subordinates to take a more active part in improving the operation of the school
04	Subordinates are given an opportunity to work out mutually acceptable ways of doing things.
05	Leaders demonstrate that they make decisions based upon technical and situational knowledge and that they keep subordinates' point of view in mind.
06	Leaders make an effort to obtain and use information about subordinates' behavior to make positive changes.
07	Representatives from different organizational levels form decision-making teams.
08	Subordinate input for determining goals, methods, and activities should be utilized.
09	Subordinates' ideas and actions are given the same consideration as are colleagues'.
10	Involve subordinates in making decisions which affect them.
11	Leaders make observable attempts to obtain and act upon information from subordinates about organizational goals and tasks.
12	Joint understanding of evaluative criteria should be established and utilized.

DSLI Item	Directions
13	Leaders are accessible, and openly communicate their professional concerns to subordinates.
14	Leaders should be willing to listen to subordinates with the attitude that the subordinate can provide helpful information.
15	Leaders make an effort to understand subordinates' personal problems as well as professional problems.
16	Place emphasis on internal rather than external motivations for subordinates to do what is expected.
17	Complete and accurate information is gathered, and made available, before final decisions are made.
18	Leaders communicate personally as well as professionally with subordinates.
19	Subordinate reaction should be considered for new and existing policy development.
20	Information for operation and improvement of the organization is gathered from all levels.
21	After policy has been developed, subordinates can influence how it is implemented.
22	Whenever possible leaders solicit and use ideas of subordinates.
23	Leaders accept subordinates' feelings and take into consideration that these are a powerful influence on their behavior.
24	Structure should enable subordinates to exert a positive force for achieving organizational objectives.
25	Leaders provide constructive feedback to subordinates concerning their work.
26	Leaders listen to subordinates' problems and help solve them whenever possible.

DSLI Item	Directions
27	Subordinates help determine the nature of the task which they are expected to carry out.
28	Maximum opportunities for supportive interaction among peers is provided for.
29	Subordinate participation in the identification of organizational tasks promotes mutual concern for successful task completion.
30	Critical as well as supportive communication needs to be encouraged.
31	Opportunities are provided for supportive interpersonal relations among people in the organization.
32	When subordinates make mistakes, these are used as growth opportunities.
33	Encourage subordinates to communicate problems and base action decisions upon this information.
34	Upward communication is encouraged.
35	Problems are solved in a mutually acceptable manner.
36	Structure should permit people to work with and help one another to achieve objectives.
37	When problems are uncovered, those closest to the problem should provide input which should be considered.
38	Leaders know and understand problems of subordinates very well.
39	Leaders encourage subordinates to help set goals and determine methods and activities.
40	Decisions should be based upon mutually acceptable procedures and outcomes.
41	People in the organization work cooperatively on joint problems treating subordinates as equals.

DSLI Item	Directions
42	Encouragement is given for subordinate achievement of high, but realistic goals.
43	Opportunities for subordinate participation in evaluation are provided for.
44	Goals and tasks should be reasonable and fair, and should lead to joint payoffs.
45	Leaders structure tasks whereby subordinates can interact in an open and friendly way.
46	Information about subordinates is used for cooperative problem solving and guidance.
47	The organization should be structured so that subordinate input is used for making decisions.
48	Leaders establish a structure which enables cooperative group interaction.
49	Based upon communication with subordinates, leaders determine and provide adequate information and feedback.
50	Leaders work at establishing good and helpful peer relationships.
51	Information about subordinates is used for cooperative problem solving and guidance.
52	Not only should a leadership team approach be used, but subordinate representation should also be included in making decisions.

APPENDIX D

Diagnostic Survey
for
Leadership Improvement
and
Instructions for Administration

School Name ______________________ City ______________ State ____________

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT
(DSLI)

by
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Form I - Public Schools

TO THE RESPONDENT:

The most important part of any organization is the people who make it up. Researchers have discovered that there are certain organizational processes such as confidence and trust in leadership, communication, decision-making, etc. which affect the success of that organization in achieving its goals.

This survey (the DSLI) is constructed and administered to determine how you feel these key processes are handled in this organization and how you think they should be handled. There are no right or wrong answers. The information provided by the survey will be used by your school to see where the majority of the people in this situation think improvement needs to be made.

The DSLI is intended to be completely confidential. Results will be summarized for groups, faculty, students, etc. In no instance will responses of individuals be reported. The survey should ordinarily not take any longer than 40 minutes to complete.

This survey is based upon Rensis Likert's "Profile of Organizational Characteristics."

Likert, R. The Human Organization: Its Management and Value. New York: McGraw Hill, 1967, pp. 197-211.

Use only a soft lead pencil to blacken the circle that shows your answer. Do not make any other marks on this booklet. Erase all mistakes completely.

100. **Subject area or department** - Mark one

Students: Mark the subject area as directed by the person administering the survey.

Teaching Staff: Mark the subject area in which you teach 3 or more classes. Those teaching less than 3 classes in an area mark the area of your greatest interest.

Elementary Teachers: Do not mark in this section.

- ○ **Language Arts** - Reading, English, Spelling, Literature, Writing, Speech, Foreign Language, Library Science, etc.
- ○ **Social Studies** - History, Gov't., Political Science, Philosophy, Geography, Psychology, etc.
- ○ **Science** - General Science, Physical Science, Earth Science, Chemistry, Physics, etc.
- ○ **Mathematics** - General Math, Consumer Math, Algebra, Trigonometry, Geometry, etc.
- ○ **Health, P.E., Safety** - Drug Education, Health, Physical Education, Driver Education, etc.
- ○ **Home & Industrial Arts** - Home Economics, Child Care, Foods, Clothing, Cosmetology, Drafting, Metal, Wood, Electricity, Mechanics, etc.
- ○ **Vocational Education** - Bookkeeping, Typing, Shorthand, Agriculture, VOT, DCT, Career Education, etc.
- ○ **Fine Arts** - Art, Music, Drama, Ceramics, Band, Orchestra, Choir, etc.

101. **Position** - Mark the one that best describes your role.

- ○ Student
- ○ Teacher
- ○ Area Coordinator or Dept. Head
- ○ Other certified staff (principal, asst. principal, counselor, librarian, etc.)
- ○ Non-certified staff (teacher aide, etc.)

102. **Race or Family Background** - Mark one

- ○ Black
- ○ White
- ○ Oriental
- ○ American Indian
- ○ Puerto Rican
- ○ Mexican American
- ○ Cuban

103. **Sex**

- ○ Male
- ○ Female

104. **Age** - Mark age at last birthday.

Students	Staff
○ 10	○ Under 20
○ 11	○ 20 to 29
○ 12	○ 30 to 39
○ 13	○ 40 to 49
○ 14	○ 50 to 59
○ 15	○ 60 or over
○ 16	
○ 17 or over	

STUDENTS Only

105. Mark your grade

- ○ 5
- ○ 6
- ○ 7
- ○ 8
- ○ 9
- ○ 10
- ○ 11
- ○ 12

STAFF Only

106. **Years of Experience in Education**

- ○ Under 5 years
- ○ 5 to 9 years
- ○ 10 to 19 years
- ○ 20 or more years

If you have not written the name of the school, city and state on top of the front cover, please do that now before you continue.

DIRECTIONS

STUDENTS:

Subject Area

☐ Answer all items at the subject area level. Mark to show how you feel things are and how you feel things should be with the teachers (leaders) in the one subject (Lang. Arts, Social Studies, Science, Math, etc.) which you checked in item 100 on p. 2.

Overall School

☐ Answer all items at the overall school - principal level. Mark to show how you feel things are and how you feel things should be in the overall school. That is, how the principal and his staff act as they run the school.

TEACHERS:

Subject Area/Department

☐ Mark to show how you feel things are and how you feel things should be in this department and how the department head (leader) provides leadership for the subject area department which you checked in item 100 on p. 2. (Do not respond at the department level if you do not have a department chairman.)

Overall School

☐ Answer all items at the overall school - principal level. Mark to show how you feel things are and how you feel things should be in the overall school. That is, how the principal and his staff provide leadership in the school.

DEPARTMENT HEADS, OTHER CERTIFIED, AND NON-CERTIFIED STAFF:

Overall School

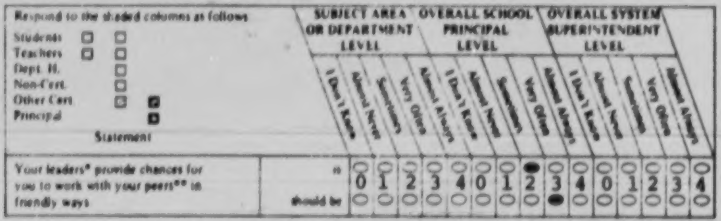
☐ Answer all items at the overall school - principal level. Mark to show how you feel things are and how you feel things should be in the overall school. That is, how the principal's staff and/or the principal provide leadership in the school.

PRINCIPAL AND OTHER CERTIFIED STAFF:

Overall System

☐ Answer all items at the overall system -superintendent level. Mark to show how you feel things are and how you feel things should be at the system level. That is, how the person and his staff directly above the principal provide leadership from the central office.

You are to mark each statement for the level that applies to you (see above) like the example below. When you are not sure about a statement at a level for either part (is or should be) then mark your answer as "I Don't Know."



Respond to the shaded columns as follows

Students ☐ ☐
Teachers ☐ ☐
Dept. H. ☐
Non-Cert. ☐
Other Cert. ☐ ☒
Principal ☒

Statement		SUBJECT AREA OR DEPARTMENT LEVEL					OVERALL SCHOOL PRINCIPAL LEVEL					OVERALL SYSTEM SUPERINTENDENT LEVEL				
		I Don't Know	Almost Never	Sometimes	Very Often	Almost Always	I Don't Know	Almost Never	Sometimes	Very Often	Almost Always	I Don't Know	Almost Never	Sometimes	Very Often	Almost Always
Your leaders* provide chances for you to work with your peers** in friendly ways	is	○ 0	○ 1	○ 2	○ 3	○ 4	○ 0	○ 1	● 2	○ 3	○ 4	○ 0	○ 1	○ 2	○ 3	○ 4
	should be	○	○	○	○	○	○	○	○	●	○	○	○	○	○	○

The example above is marked to show that leaders (principal and his staff) provide chances for you to work with your peers in friendly ways "Sometimes" at the OVERALL SCHOOL PRINCIPAL LEVEL, but they should try to provide chances "Very Often."

***Leaders:** **SUBJECT AREA/DEPARTMENT**		
	Students	- The teachers for the subject which you checked in item 100 on p. 2
	Teachers	- The department head for the subject which you checked in item 100 on p. 2
OVERALL SCHOOL		
	Students, Teachers, department heads, other certified and non-certified	- The principal's staff and/or the principal
OVERALL SYSTEM		
	Principal and Other Certified	- The person and his staff directly above the principal from the central office

****Peers:** Those people who are in the same type of position as you in this school. **(Student peers are other students.)**

Remember, use only a soft lead pencil and erase completely. Don't make any marks other than your answers on this booklet.

Any questions? **You may turn the page and begin work.**

Statement		SUBJECT AREA OR DEPARTMENT LEVEL					OVERALL SCHOOL PRINCIPAL LEVEL					OVERALL SYSTEM SUPERINTENDENT LEVEL				
		I Don't Know 0	Almost Never 1	Sometimes 2	Very Often 3	Almost Always 4	I Don't Know 0	Almost Never 1	Sometimes 2	Very Often 3	Almost Always 4	I Don't Know 0	Almost Never 1	Sometimes 2	Very Often 3	Almost Always 4
1. Your leaders have faith and trust in you.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
2. Teamwork is used to improve things.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
3. You or your peers can take part in improving things.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
4. Your leaders work with you in such a way that you like to do what they expect you to do.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
5. You have faith and trust in your leaders.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
6. Your leaders use what they know about "how you are doing" to help you improve.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
7. Decisions are made through teamwork.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
8. Your leaders discuss with you or your peers ways to improve things.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
9. Your leaders treat you in ways which make you feel important.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
10. You or your peers take a part in making decisions which affect you.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
11. Your leaders know how it is from your point of view.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
12. True and complete information is used to rate what you and your peers do.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
13. You know how things are from your leaders' point of view.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○

Go on to next page.

		SUBJECT AREA OR DEPARTMENT LEVEL					OVERALL SCHOOL PRINCIPAL LEVEL					OVERALL SYSTEM SUPERINTENDENT LEVEL				
Statement		I Don't Know 0	Almost Never 1	Sometimes 2	Very Often 3	Almost Always 4	I Don't Know 0	Almost Never 1	Sometimes 2	Very Often 3	Almost Always 4	I Don't Know 0	Almost Never 1	Sometimes 2	Very Often 3	Almost Always 4
14. Leaders are told what they should know in an open way by the ones who are involved.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
15. You feel close to your leaders.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
16. Your leaders leave you free to control your behavior.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
17. When decisions are made they are based on information which you think is right and fair.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
18. You feel friendly with your leaders.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
19. You or your peers can bring about changes in policies.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
20. Ideas for ways to improve things come from all concerned.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
21. You or your peers can help change how things are done.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
22. When your leaders know your ideas they try to use them.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
23. You share your feelings with your leaders.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
24. You are able to improve things.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
25. Your leaders show that the work done by you and your peers is important.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
26. You share your problems with your leaders.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○

Go on to next page.

Statement		SUBJECT AREA OR DEPARTMENT LEVEL					OVERALL SCHOOL PRINCIPAL LEVEL					OVERALL SYSTEM SUPERINTENDENT LEVEL				
		I Don't Know 0	Almost Never 1	Sometimes 2	Very Often 3	Almost Always 4	I Don't Know 0	Almost Never 1	Sometimes 2	Very Often 3	Almost Always 4	I Don't Know 0	Almost Never 1	Sometimes 2	Very Often 3	Almost Always 4
27. You or your peers can help bring about changes in what is done.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
28. Your leaders provide chances for you to work with your peers in friendly ways.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
29. Those not in charge show as much concern about a job being done as do leaders.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
30. You and your peers tell it "like it is" to your leaders.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
31. You have the chance to show concern for others.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
32. Your leaders support and back you up.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
33. You communicate with leaders to help improve things.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
34. Your leaders try to get your ideas.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
35. Your leaders use your help to solve a common problem.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
36. You are encouraged to give help to others to make things better.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
37. Decisions are made by those close to the problem source.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
38. The people who make decisions which affect you are aware of the things you face.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
39. You or your peers influence what happens to you.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○

Go on to next page.

Statement		SUBJECT AREA OR DEPARTMENT LEVEL					OVERALL SCHOOL PRINCIPAL LEVEL					OVERALL SYSTEM SUPERINTENDENT LEVEL				
		I Don't Know 0	Almost Never 1	Sometimes 2	Very Often 3	Almost Always 4	I Don't Know 0	Almost Never 1	Sometimes 2	Very Often 3	Almost Always 4	I Don't Know 0	Almost Never 1	Sometimes 2	Very Often 3	Almost Always 4
40. Decisions are made in such a way that you do not mind carrying them out.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
41. Needed work gets done because of the way your leaders and peers work together.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
42. Your leaders try to get you to reach high goals.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
43. You take part in judging your performance.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
44. Your peers accept what is expected of them.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
45. Your leaders work with you and your peers in friendly ways.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
46. Your leaders use what they "find out" to make things better.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
47. Things are organized so that you or your peers can help make decisions.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
48. Most all work together to get the job done.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
49. Your leaders share with you most all the information you need or want.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
50. Most all get along well and help each other.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
51. Information on what you do and how well you do it is used to help solve problems.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
52. The leaders work with their peers and people below them to make the decisions.	is	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	should be	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○

INSTRUCTIONS FOR ADMINISTERING THE DIAGNOSTIC SURVEY FOR LEADERSHIP IMPROVEMENT (DSLI)

Preparation

1. Read these directions completely and practice taking the survey yourself before administering it.

2. Before the administration of the survey check to see that you have for the number of people being surveyed sufficient:

- survey booklets
- soft lead pencils
- erasers

STAFF

3. *Middle and Senior School Staff*
Teachers are to respond to their department chairman in one of the eight subject areas listed under item 100 on page 2 of the survey booklet. If these subject areas do not agree exactly to the departmental organization in a particular school; then decide beforehand, and at the administration give the teachers and the department chairmen specific instructions about marking a particular subject area which will give the kind of survey information about departments which is desired. For example, if a report is wanted for business education but not for agricultural education; then, tell the business education teachers and the business education department head to check *Vocational Education*. Agriculture teachers and their department chairman should leave this area blank.

3. *Elementary School Staff*
Determine in advance whether or not a report is applicable or desired for department chairman or coordinators at the elementary level. If reports for departments are not applicable, then no one should mark subject areas in item 100 on page 2 of the survey booklet. If reports are applicable and/or desired, then decide to which subject areas teachers and department chairmen are to respond in the survey booklet. Someone also must be identified as a department chairman because unless someone marks a subject area in item 100 and the position of department chairman in 101, a report will not be provided.

STUDENTS

3. Students
If you are administering the survey to students, be sure that you know the subject area which the students are to respond to on page 2 of the survey booklet. When this determination has been made, then go through all the instructions for students on these pages and write in the predetermined subject area in each appropriate blank space. Do this before you begin administering the survey.

If the school is to make its own selection of students and subject area assignments, a simple random selection procedure for selecting students and subject areas is as follows. First determine how many students are to be surveyed at a particular grade level. Then list and number the homeroom teachers or English teachers *and* the number of students in each teacher's class at that grade level. Cut slips of paper equal to the number of homerooms or English sections. Write a teacher's name and the number of students on each slip of paper. Place the slips of paper in a container and draw out slips until the accumulative total of students equals the number of students to be surveyed at that grade level. Decide which subjects are to be surveyed and how many class sections are to be surveyed for each subject. Place the slips of paper identifying each selected class section in a container and draw a slip for each subject area to be surveyed.

4. Giving Help During the Survey

You may and should give as much individual and group help as needed while individuals are taking the survey.

5. Instructions for After Survey Completion

Decide in advance what respondents are to do when they complete filling out the survey booklet. Announce the decision at the appropriate place in these instructions; that is, right before you say "Turn the page and begin."

Starting Time (Write the starting time. The instructions should take about ten minutes.)

Instructions for the Administration

SAY: THE MOST IMPORTANT PART OF ANY ORGANIZATION IS THE PEOPLE WHO MAKE IT UP. SOCIAL SCIENTISTS HAVE FOUND OUT THAT THE WAY PEOPLE IN SCHOOLS INTERACT, COMMUNICATE, MAKE DECISIONS, ARE CONTROLLED AND HAVE CONFIDENCE IN THEIR LEADERS ALL AFFECT THE TEACHING AND LEARNING PROCESS.

SAY: YOU ARE BEING ASKED TO TAKE THIS SURVEY TO DETERMINE HOW YOU FEEL ABOUT HOW THE LEADERSHIP IS AND SHOULD BE AT DIFFERENT LEVELS IN THIS SCHOOL. THERE ARE NO RIGHT OR WRONG ANSWERS. THE IFORMATION PROVIDED WILL BE USED TO SEE WHERE THE MAJORITY OF PEOPLE IN *THIS* SCHOOL THINKS IMPROVEMENT NEEDS TO BE MADE.

SAY: THE RESULTS OF THIS SURVEY WILL BE SUMMARIZED BY GROUPS: RESPONSES ARE NOT REPORTED FOR INDIVIDUALS. TO ANSWER THIS SURVEY YOU WILL NEED A SOFT LEAD PENCIL. PLEASE RAISE YOUR HAND IF YOU DO NOT HAVE A SOFT LEAD PENCIL TO COMPLETE THE SURVEY.

Do : Pass out pencils to those who need them.

SAY: I AM NOW GOING TO PASS OUT THE SURVEY BOOKLET. WHEN YOU GET YOUR BOOKLET, WRITE THE NAME OF THIS SCHOOL, THE CITY, AND STATE ON TOP OF THE FRONT COVER. RIGHT HERE.

Do : Hold up a booklet and point to the place where they are to write the name of the school. After you pass out the booklets, check to see that everyone writes the school name, city, and state in the space provided.

SAY: NOW OPEN YOUR BOOKLET TO PAGE 2. AT THE TOP IT SAYS: "USE ONLY A SOFT LEAD PENCIL TO BLACKEN THE CIRCLES THAT SHOW YOUR ANSWERS." THESE INSTRUCTIONS ARE VERY IMPORTANT BECAUSE THE BOOKLET IS SCORED BY A MACHINE WHICH READS EVERY PENCIL MARK AS AN ANSWER.

STAFF

Middle, Junior High or High School

SAY: YOU ARE NOW AT THE QUESTION NUMBERED 100. IF YOU ARE A TEACHER THEN MARK THE SUBJECT AREA IN WHICH YOU TEACH 3 OR MORE CLASSES. THOSE TEACHING LESS THAN 3 CLASSES IN ONE SUBJECT MARK THE SUBJECT AREA OF YOUR GREATEST INTEREST. IF YOUR MAJOR RESPONSIBILITIES ARE OTHER THAN TEACHING, THEN DO NOT MARK FOR THIS ITEM.

STAFF

Elementary Schools

Do : If previous arrangements for elementary teachers have been made, tell the elementary teachers how to mark this section (item 100). If they have not been made . . .

SAY: DO NOT MARK THIS SECTION.

STUDENTS

SAY: YOU ARE NOW AT THE QUESTION NUMBERED 100, WHERE YOU ARE TO MARK SUBJECT OR DEPARTMENT. ALL STUDENTS IN THIS CLASS WILL MARK THE OVAL IN FRONT OF . . . .

SAY: BLACKEN THAT OVAL RIGHT NOW.

STAFF

Department Heads

SAY. DEPARTMENT HEADS BE SURE TO MARK A SUBJECT AREA IN ITEM 100 *AND* THE POSITION-AREA COORDINATOR OR DEPT. HEAD IN ITEM 101. IF YOU DO NOT MARK BOTH OF THESE, THEN A DEPARTMENTAL REPORT WILL NOT BE GIVEN.

SAY: EVERYBODY, MARK THE ANSWER WHICH APPLIES TO YOU IN ITEMS 101, 102, 103, AND 104. STUDENTS ONLY ARE TO MARK ITEM 105 AND STAFF ONLY ARE TO MARK 106.

Do : Walk around the room to make certain that all respondents understand which questions they are to answer and how to blacken the ovals.

STAFF

SAY: NOW LOOK AT THE TOP OF PAGE 3. NOTICE THAT UNDER *TEACHERS* THE SUBJECT AREA/DEPARTMENT SECTION IS SHADED LIGHTLY AND THE OVERALL SCHOOL SECTION IS NOT SHADED. NOW LOOK AT THE EXAMPLE ON THIS PAGE. IN THE LIST OF PEOPLE RIGHT BELOW STUDENTS IT SAYS "TEACHERS." OPPOSITE TEACHERS ARE TWO LITTLE SQUARES AND ONE IS SHADED LIGHTLY AND THE OTHER SQUARE IS BLANK. ALL THE COLUMNS WHERE THE ANSWERS ARE TO BE MARKED IN THE EXAMPLE AND ON THE OTHER PAGES OF THIS BOOKLET ARE SHADED IN THE SAME WAY. TEACHERS WHO HAVE A DEPARTMENT HEAD WILL MARK THEIR ANSWERS IN THE FIRST TWO COLUMNS. TEACHERS WITHOUT A DEPARTMENT HEAD MARK YOUR ANSWERS IN THE MIDDLE COLUMN ONLY. IN ANY CASE, TEACHERS, DO NOT MARK ANY ANSWERS FOR THE OVERALL SYSTEM - SUPERINTENDENT LEVEL IN THE THIRD (DARKLY SHADED) COLUMN.

SAY: *DEPARTMENT HEADS AND NONCERTIFIED* YOU WILL NOTICE THAT YOU ARE TO MARK THE MIDDLE COLUMN - PRINCIPAL LEVEL ONLY.

SAY: *OTHER CERTIFIED STAFF* WILL MARK THE PRINCIPAL AND SUPERINTENDENT LEVEL.

SAY: THE *PRINCIPAL* WILL MARK *ONLY* THE SUPERINTENDENT LEVEL.

STUDENTS

SAY: NOW LOOK AT THE TOP OF PAGE 3. NOTICE THAT UNDER *STUDENTS* THE SUBJECT AREA SECTION IS SHADED LIGHTLY AND THE OVERALL SCHOOL SECTION IS NOT SHADED. NOW LOOK AT THE EXAMPLE AT ABOUT THE MIDDLE ON THIS PAGE. RIGHT AT THE TOP OF THE LIST OF PEOPLE IN THE EXAMPLE BOX IT SAYS, "STUDENTS." OPPOSITE STUDENTS ARE TWO LITTLE SQUARES ONE IS SHADED LIGHTLY AND THE OTHER IS BLANK. NOW LOOK AT THE COLUMNS WHERE YOU MARK YOUR ANSWERS. THE FIRST COLUMN IS SHADED LIGHTLY AND SECOND COLUMN IS *NOT* SHADED. ALL THE COLUMNS WHERE THE ANSWERS ARE TO BE MARKED IN THE EXAMPLE AND *ON* THE OTHER PAGES OF THIS BOOKLET ARE SHADED IN THE SAME WAY. YOU WILL MARK YOUR ANSWERS IN THE FIRST TWO COLUMNS. YOU WILL *NOT* MARK ANY ANSWERS IN THE THIRD COLUMN.

SAY: LOOK BACK UP TO THE TOP OF THE PAGE WHERE IT SAYS STUDENTS. READ THIS SECTION SILENTLY WHILE I READ IT ALOUD.

SAY: *SUBJECT AREA*

SAY: ANSWER ALL ITEMS AT THE SUBJECT AREA LEVEL. MARK TO SHOW HOW YOU FEEL THINGS SHOULD BE WITH THE TEACHERS IN THE SUBJECT AREA. REMEMBER, THIS IS THE SUBJECT WHICH YOU CHECKED

STAFF

SAY: LOOK BACK UP TO THE TOP OF THE PAGE WHERE IT SAYS "TEACHERS." READ THE PART THAT APPLIES TO YOUR POSITION SILENTLY WHILE I READ IT ALOUD.

SAY: *SUBJECT AREA DEPARTMENT FOR TEACHERS*

SAY: MARK TO SHOW HOW YOU FEEL THINGS ARE AND HOW YOU FEEL THINGS SHOULD BE IN YOUR DEPARTMENT AND HOW THE DEPARTMENT HEAD PROVIDES LEADERSHIP FOR THE SUBJECT AREA DEPARTMENT WHICH YOU CHECKED IN ITEM 100 ON P. 2. DO NOT RESPOND AT THE DEPARTMENT LEVEL IF YOU DO NOT HAVE A DEPARTMENT CHAIRMAN.

SAY: *OVERALL SCHOOL FOR EVERYBODY BUT THE PRINCIPAL*

SAY: THE *TEACHERS, DEPARTMENT HEADS, OTHER CERTIFIED* AND *NON-CERTIFIED STAFF*, BUT NOT THE PRINCIPAL WILL ANSWER ALL ITEMS AT THE OVERALL SCHOOL - PRINCIPAL LEVEL. MARK TO SHOW HOW YOU FEEL THINGS ARE AND HOW YOU FEEL THINGS SHOULD BE IN THE OVERALL SCHOOL: THAT IS HOW THE PRINCIPAL'S STAFF AND OR THE PRINCIPAL PROVIDE LEADERSHIP IN THE SCHOOL.

SAY: *OVERALL SYSTEM FOR THE PRINCIPAL AND OTHER CERTIFIED*

SAY: THE PRINCIPAL, ASSISTANT PRINCIPAL(S), COUNSELORS AND LIBRARIAN ARE THE ONLY ONES WHO ARE TO ANSWER THE ITEMS AT THE OVERALL SYSTEM-SUPERINTENDENT LEVEL. THEY ARE TO MARK TO SHOW HOW THINGS ARE AND HOW THEY FEEL THINGS SHOULD BE AT THE SYSTEM LEVEL. THAT IS, HOW THE PERSON AND HIS STAFF DIRECTLY ABOVE THE PRINCIPAL PROVIDE LEADERSHIP FROM THE CENTRAL OFFICE.

STUDENTS

IN ITEM 100 ON PAGE 2. IF YOU DO NOT HAVE ANY CLASSES IN THIS SUBJECT AREA AT THIS TIME THINK ABOUT THE CLASSES YOU HAVE HAD IN THE RECENT PAST. YOU ARE TO MARK AS BEST YOU CAN IN THE FIRST COLUMN FOR THE TEACHER YOU HAVE NOW OR FOR THE TEACHER(S) YOU HAVE HAD IN THE SUBJECT AREA.

SAY: *OVERALL SCHOOL*

SAY: ANSWER ALL ITEMS AT THE OVERALL SCHOOL - PRINCIPAL LEVEL. MARK TO SHOW HOW YOU FEEL THINGS ARE AND HOW YOU FEEL THINGS SHOULD BE IN THE OVERALL SCHOOL. THAT IS, HOW THE PRINCIPAL AND HIS STAFF ACT AS THEY RUN THE SCHOOL.

SAY: YOU ARE *NOT* TO MARK ANY ANSWERS IN THE THIRD (DARKLY SHADED) COLUMN.

SAY: YOU ARE TO MARK EACH STATEMENT FOR THE LEVEL THAT APPLIES TO YOU LIKE THE EXAMPLE IN THE BOX BELOW. WHEN YOU ARE NOT SURE ABOUT A STATEMENT FOR EITHER PART (IS OR SHOULD BE) THEN MARK YOUR ANSWER AS "I DON'T KNOW."

SAY: READ THE STATEMENT SILENTLY WHILE I READ IT ALOUD.

SAY: *STATEMENT*

SAY: YOUR LEADERS PROVIDE CHANCES FOR YOU TO WORK WITH YOUR PEERS IN FRIENDLY WAYS.

SAY: NOTICE THAT IN THE EXAMPLE AT THE OVERALL SCHOOL - PRINCIPAL LEVEL IT IS MARKED TO SHOW THAT LEADERS; THAT IS, THE PRINCIPAL'S STAFF AND OR THE PRINCIPAL PROVIDE CHANCES FOR YOU TO WORK WITH YOUR PEERS IN FRIENDLY WAYS "SOMETIMES," BUT THEY SHOULD TRY TO PROVIDE CHANCES FOR THIS "VERY OFTEN."

SAY: WHEN YOU MARK THE ITEMS ON THE OTHER PAGES BE SURE TO SHOW HOW YOU THINK IT IS AND HOW YOU THINK IT SHOULD BE FOR EACH ITEM. MARK I DON'T KNOW IF YOU DO NOT KNOW HOW IT IS, AND MARK I DON'T KNOW IF YOU DO NOT KNOW HOW IT SHOULD BE.

STAFF

SAY: REMEMBER WHEN YOU SEE THE WORD LEADERS IT MEANS —

SAY: YOUR DEPARTMENT HEAD AT THE SUBJECT AREA OR DEPARTMENT LEVEL.

SAY: THE PRINCIPAL'S STAFF AND/OR THE PRINCIPAL AT THE OVERALL SCHOOL LEVEL.

SAY: FOR THE OTHER CERTIFIED AND THE PRINCIPAL *ONLY* —

SAY: THE PERSON AND HIS STAFF DIRECTLY ABOVE THE PRINCIPAL AT THE OVERALL SYSTEM - SUPERINTENDENT LEVEL.

SAY: REMEMBER:

SAY: TEACHERS WITH DEPARTMENT HEADS MARK THE FIRST COLUMN.

SAY: EVERYBODY BUT THE PRINCIPAL MARKS THE MIDDLE COLUMN.

SAY: THE PRINCIPAL AND OTHER CERTIFIED STAFF MARK THE LAST COLUMN.

STUDENTS

SAY: REMEMBER WHEN YOU SEE THE WORD *LEADERS* IT MEANS:

SAY: TEACHERS IN THE .... SUBJECT AT THE SUBJECT AREA LEVEL

SAY: THE PRINCIPAL AND HIS STAFF AT THE OVERALL SCHOOL - PRINCIPAL LEVEL.

SAY: BE SURE TO MARK FOUR OVALS. FOR EACH ITEM IN THE SURVEY—IS AND SHOULD BE FOR THE TEACHERS, AND IS AND SHOULD BE FOR THE PRINCIPAL AND HIS STAFF.

SAY: DO NOT MARK ANYTHING IN THE THIRD COLUMN.

SAY: ALSO REMEMBER THAT YOUR PEERS ARE YOUR FELLOW STUDENTS.

SAY: ARE THERE ANY QUESTIONS?

SAY: WHEN YOU ARE FINISHED TURN IN YOUR PENCILS AND BOOKLETS AND THEN ....

SAY: TURN THE PAGE AND BEGIN.

Do : When the respondents begin answering the survey, write down the time .... , then add 15 minutes ....

Do : Walk around the room to be certain that everybody is answering both the "Is" and "Should Be" parts for each item at the appropriate levels. Also be sure that they are marking heavy and erasing completely.

Do : When the first 15 minutes have elapsed ....

SAY: ABOUT HALF THE TIME HAS PASSED. YOU SHOULD BE ABOUT AT ITEM 27 ON THE TOP OF PAGE 6. IF YOU ARE NOT YET THAT FAR ALONG, TRY TO GO A LITTLE FASTER.

Do : When another 15 minutes have passed or the allotted time is up ....

SAY: TIME IS UP. PLEASE PASS IN YOUR BOOKLETS AND PENCILS. THERE IS NO PENALTY FOR NOT COMPLETING THE SURVEY.

Do : Take up pencils and booklets. Put the completed booklets back into the envelope. Keep the unused booklets separate. Turn these materials over to the person designated to send the materials back for scoring.

APPENDIX E

Factor Analyses
Is and Should Be Dimensions
All Levels

APPENDIX E-1
DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

ROTATED FACTOR MATRIX(1): STUDENT RESPONSES(2) TO THE DEPARTMENT LEVEL(3), "IS" DIMENSION; 1974-1975

Item #	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
IS 1	.21	-.62	-.15	-.50	.07
IS 2	.77	-.09	.27	-.26	.18
IS 3	.83	-.25	-.12	-.28	.13
IS 4	.62	-.52	-.15	-.31	-.16
IS 5	.17	-.90	-.09	-.02	-.02
IS 6	.51	-.70	.14	-.06	-.29
IS 7	.85	-.32	-.17	-.06	.01
IS 8	.75	-.42	-.21	-.04	-.24
IS 9	.47	-.57	-.36	-.39	-.18
IS 10	.56	-.28	-.52	-.01	.21
IS 11	.41	-.55	-.44	-.19	-.24
IS 12	.29	-.84	.01	.13	-.12
IS 13	.28	-.48	-.49	-.09	.01
IS 14	.70	-.32	-.28	-.12	-.15
IS 15	.47	-.51	-.28	-.37	-.39
IS 16	.27	-.20	-.44	-.61	-.01
IS 17	.45	-.70	-.29	-.06	-.08
IS 18	.16	-.65	-.30	-.48	-.21
IS 19	.76	-.08	-.34	-.25	-.17
IS 20	.59	-.62	-.25	-.13	.01
IS 21	.82	-.24	-.36	-.09	-.12
IS 22	.46	-.46	-.60	-.22	-.05
IS 23	.45	-.17	-.58	-.28	-.45
IS 24	.79	-.31	-.20	-.07	-.14
IS 25	.45	-.74	-.23	-.07	-.14
IS 26	.71	-.20	-.45	-.01	-.22
IS 27	.71	-.35	-.46	-.13	-.03
IS 28	.39	-.37	-.44	-.53	.06
IS 29	.64	-.45	-.15	-.24	-.00
IS 30	.22	.04	-.78	-.21	.00
IS 31	.45	.31	-.22	-.59	-.23
IS 32	.23	-.49	-.59	-.42	-.07
IS 33	.64	-.29	-.51	-.21	-.13
IS 34	.40	-.46	-.41	-.32	-.32
IS 35	.64	-.35	-.50	-.12	-.19
IS 36	.62	-.44	-.36	-.29	-.09
IS 37	.27	-.53	-.44	-.28	-.12
IS 38	.50	-.59	-.39	-.06	.07
IS 39	.31	-.51	-.54	-.18	-.04
IS 40	.44	-.63	-.34	-.25	-.17
IS 41	.50	-.70	.02	-.30	-.11
IS 42	.20	-.74	-.11	-.24	-.06
IS 43	.69	-.27	-.36	-.24	-.09
IS 44	.46	-.60	-.30	-.12	.25
IS 45	.20	-.72	-.35	-.43	-.02
IS 46	.38	-.70	-.28	-.29	-.05
IS 47	.70	-.42	-.30	-.30	-.10
IS 48	.69	-.39	-.16	-.35	-.04
IS 49	.18	-.77	-.33	-.28	-.04
IS 50	.08	-.75	-.26	-.39	.20
IS 51	.52	-.65	-.22	-.28	-.04
IS 52	.63	-.55	-.29	-.16	-.00
Eigenvalue:	32.80	3.56	2.29	1.17	1.00
Cumulative % of Eigenvalue:	.63	.70	.74	.77	.79

(1) Principal Component Analysis with Varimax Rotation. Factors were included upon the basis of exhibiting an eigenvalue greater than or equal to 1.00.

(2) The responses analyzed were the mean student responses within a school--each school being equally weighted. Ninety-five schools were included in the sample.

(3) Responses to the eight distinct department categories were pooled.

APPENDIX E-2

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

ROTATED FACTOR MATRIX(1), STUDENT RESPONSES(2) TO THE DEPARTMENT LEVEL(3), "SHOULD BE" DIMENSION; 1974-1975

Item #	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8
SB 1	.47	-.48	.42	.08	-.14	.18	-.11	-.11
SB 2	.33	.04	.11	-.19	-.80	.07	-.06	.06
SB 3	.38	-.10	.22	-.21	-.21	.66	-.07	.03
SB 4	.23	-.23	.67	-.14	-.07	.38	-.02	.15
SB 5	-.10	-.59	.44	.10	.09	.43	-.07	.27
SB 6	.01	-.39	.68	-.03	-.34	.09	.01	.05
SB 7	.36	.09	.11	-.41	-.62	.23	-.09	.22
SB 8	.42	.06	.55	-.42	-.23	.13	.05	.15
SB 9	.62	-.26	.33	-.19	-.23	.28	-.09	.02
SB 10	.46	-.25	.28	-.16	.09	.29	-.48	.04
SB 11	.33	-.16	.62	-.18	.02	.21	-.07	.11
SB 12	.20	-.22	.87	-.03	-.02	-.02	.01	.03
SB 13	.47	-.46	.24	-.16	.10	.02	-.46	.20
SB 14	.65	-.30	.24	-.04	-.29	.04	-.18	.22
SB 15	.47	-.40	.13	-.16	-.29	.09	-.19	.52
SB 16	.34	-.09	-.01	-.12	-.09	-.03	-.76	.12
SB 17	.33	-.53	.51	-.19	.11	-.00	.01	.01
SB 18	.13	-.69	.26	-.22	-.02	.02	-.24	.34
SB 19	.76	.03	.19	-.21	-.00	.08	-.34	-.03
SB 20	.27	-.44	.40	-.26	.16	.31	-.26	.12
SB 21	.81	-.05	.13	-.12	-.17	.17	.24	.11
SB 22	.71	-.17	.15	-.37	-.08	.08	-.23	.04
SB 23	.63	-.19	.03	-.30	-.20	.03	-.28	.42
SB 24	.74	-.11	.21	-.24	-.05	.05	.02	.36
SB 25	.53	-.48	.25	.18	.01	.25	-.02	.27
SB 26	.43	-.01	.11	-.49	-.31	.05	-.01	.55
SB 27	.70	-.08	.16	-.47	-.15	.07	-.18	.08
SB 28	.66	-.32	.15	.29	-.32	-.04	.08	.01
SB 29	.41	-.35	.23	-.47	-.03	.17	-.15	.35
SB 30	.35	-.38	.11	-.29	-.07	.04	-.51	-.23
SB 31	.49	-.35	.04	-.34	-.20	.28	-.28	.14
SB 32	.60	-.45	.29	-.23	-.06	.15	-.21	-.05
SB 33	.36	-.41	.23	-.47	-.14	.10	-.38	-.13
SB 34	.72	-.32	.25	-.09	.04	.12	-.32	-.04
SB 35	.75	-.16	.14	-.35	-.14	.10	-.13	.08
SB 36	.19	-.36	-.01	-.62	-.17	-.05	-.30	.28
SB 37	.36	-.57	.19	-.08	-.13	.07	-.49	.06
SB 38	.13	-.24	.79	-.26	-.03	-.07	-.29	-.08
SB 39	.69	-.32	.08	-.18	-.22	-.18	-.11	.04
SB 40	.48	-.55	.17	-.31	.09	.29	-.25	.04
SB 41	.25	-.76	.09	-.27	.09	-.01	-.19	-.04
SB 42	-.02	-.65	.17	-.11	-.19	.52	.03	-.04
SB 43	.54	-.12	.15	-.57	-.11	.31	-.02	.06
SB 44	.35	-.39	.22	-.58	-.16	.28	.15	.09
SB 45	.25	-.77	.17	-.24	-.03	.14	.01	.00
SB 46	.22	-.49	.30	-.59	-.20	-.03	-.05	.07
SB 47	.29	.05	.52	-.64	-.13	.11	-.21	-.02
SB 48	.41	-.37	.00	-.65	-.25	-.12	-.17	-.01
SB 49	.55	-.52	.16	.28	.08	.10	-.11	-.03
SB 50	.08	-.79	.18	-.12	-.02	-.06	-.10	.08
SB 51	.15	-.48	.11	-.64	-.10	.17	-.23	.07
SB 52	.42	-.35	.21	-.66	.11	.12	-.10	.02
Eigen-value	25.83	4.20	2.67	2.18	1.51	1.25	1.18	1.04
Cumulative % of Eigenvalue:	.50	.58	.63	.67	.70	.72	.75	.77

(1) Principal Component Analysis with Varimax Rotation. Factors were included upon the basis of exhibiting an eigenvalue greater than or equal to 1.00.

(2) The responses analyzed were the mean student responses within a school--each school being equally weighted. Ninety-five schools were included in the sample.

(3) Responses to the eight distinct department categories were pooled.

APPENDIX E-3

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

ROTATED FACTOR MATRIX [(1)]: TEACHER RESPONSES [(2)] TO THE DEPARTMENT LEVEL [(3)], "IS" DIMENSION; 1974-1975

Item #	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
IS 1	.32	.41	.10	-.57	.27	.17	-.04
IS 2	.09	.87	-.11	-.22	.06	.07	.06
IS 3	.66	.24	-.01	-.17	.25	.41	.33
IS 4	.55	.57	.00	-.23	.09	.05	.38
IS 5	.23	.80	-.07	.00	.17	.25	.03
IS 6	.40	.23	-.59	-.25	.12	.05	.35
IS 7	.41	.44	-.17	-.41	.51	.17	.18
IS 8	.20	.61	-.34	-.33	.36	.23	.13
IS 9	.59	.26	-.30	-.38	.34	.28	.03
IS 10	.29	.32	-.06	-.21	.39	.15	.68
IS 11	.61	.07	-.08	-.59	.38	.01	.05
IS 12	.42	.35	-.39	-.39	.43	.16	-.19
IS 13	.62	.38	-.29	-.33	.17	.31	-.11
IS 14	.64	.46	-.22	-.29	.03	.20	-.08
IS 15	.51	.40	-.31	-.51	-.00	.36	.09
IS 16	.15	.23	-.14	-.03	.12	.79	.05
IS 17	.11	.67	-.46	-.15	.30	.19	-.11
IS 18	.42	.31	-.17	-.54	.21	.43	.01
IS 19	.43	.14	-.32	-.10	.64	.27	.17
IS 20	.49	.42	-.30	-.50	.21	.26	-.00
IS 21	.42	.35	-.25	-.30	.52	.42	.10
IS 22	.41	.24	-.43	-.26	.44	.42	.19
IS 23	.24	.04	-.36	-.79	.17	-.10	.21
IS 24	.31	-.22	-.26	-.43	.65	-.02	.25
IS 25	.33	.39	-.66	-.35	.12	.13	.09
IS 26	.49	.37	-.40	-.52	.00	.23	-.04
IS 27	.50	.41	-.23	-.27	.46	.33	.08
IS 28	.53	.22	-.56	-.18	-.04	.38	.15
IS 29	.23	.45	-.20	.13	.46	.27	.39
IS 30	.25	.10	-.54	-.44	.15	.42	.04
IS 31	.22	.83	-.10	.01	-.14	.06	.16
IS 32	.59	.08	-.42	-.16	.21	.44	.02
IS 33	.62	.08	-.50	-.23	.11	.36	.13
IS 34	.73	-.00	-.23	-.35	.33	.04	.14
IS 35	.76	.06	-.33	-.36	.24	.12	.10
IS 36	.51	-.11	-.59	-.34	.33	.15	.05
IS 37	.63	.32	-.31	-.15	.11	.50	-.01
IS 38	.63	.21	-.46	-.11	.27	.41	.06
IS 39	.31	.18	-.34	-.23	.75	.15	.06
IS 40	.67	.23	-.28	.01	.26	.46	.24
IS 41	.76	.26	-.27	-.26	.29	-.01	.11
IS 42	.06	.12	-.87	-.10	.17	.02	-.04
IS 43	.32	.04	-.71	-.07	.22	.31	.10
IS 44	.29	.35	-.60	.01	.29	.07	-.06
IS 45	.82	.17	-.17	-.20	.09	.28	.21
IS 46	.73	.33	-.25	-.22	.25	.20	-.13
IS 47	.65	.24	-.36	-.39	.21	.13	.16
IS 48	.65	.41	-.13	-.16	.27	.33	.16
IS 49	.67	.28	-.31	-.20	.26	.26	-.07
IS 50	.72	.45	-.10	-.14	.25	-.15	.10
IS 51	.62	.09	-.50	-.08	.50	-.03	-.02
IS 52	.82	.21	-.23	-.10	.24	.13	.21
Eigen-value:	31.98	3.36	2.37	1.95	1.82	1.34	1.03
Cumulative % of Eigenvalue:	.62	.68	.73	.76	.80	.82	.84

(1) Principal Component Analysis with Varimax Rotation. Factors were included upon the basis of exhibiting an eigenvalue greater than or equal to 1.00.

(2) The responses analyzed were the mean teacher responses within a school--each school being equally weighted. Ninety-five schools were included in the sample.

(3) Responses to the eight distinct department categories were pooled.

APPENDIX E-4

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

ROTATED FACTOR MATRIX(1), TEACHER RESPONSES(2) TO
THE DEPARTMENT LEVEL(3), "SHOULD BE" DIMENSION; 1974-1975

Item #	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8
SB 1	.16	-.19	.04	-.05	.75	-.30	-.09	.13
SB 2	.22	-.05	-.26	-.13	.22	-.17	-.70	.10
SB 3	.10	-.21	-.52	-.11	-.18	-.24	-.34	.25
SB 4	.01	.26	-.02	-.76	.06	-.29	-.14	.13
SB 5	.15	.72	.01	-.15	.20	-.13	-.03	.01
SB 6	-.00	.31	-.17	-.49	-.17	-.40	-.29	-.33
SB 7	.49	.38	.11	-.18	.05	-.19	-.58	.11
SB 8	.71	.35	-.13	-.37	.11	-.11	-.35	-.01
SB 9	.23	.12	-.23	-.29	.16	-.77	-.16	.04
SB 10	.42	.10	.12	-.01	-.26	-.37	-.58	-.05
SB 11	.01	.13	-.10	-.08	.01	-.63	-.65	-.12
SB 12	.68	.44	-.01	.02	-.03	-.17	-.27	.02
SB 13	.49	.05	-.16	-.16	-.18	-.68	-.31	.14
SB 14	.17	.11	-.11	.18	.11	-.82	-.17	.08
SB 15	.57	.32	-.12	-.40	.20	-.37	-.25	.01
SB 16	.09	.11	-.12	-.30	.16	-.35	-.07	.69
SB 17	.49	.12	-.23	-.07	.15	-.45	-.29	.38
SB 18	.42	-.19	-.15	-.18	.06	-.62	-.37	.20
SB 19	.61	.24	-.45	.12	.01	-.41	-.14	.14
SB 20	.61	.01	-.15	-.45	.01	-.52	-.10	-.05
SB 21	.22	.17	-.29	-.13	-.07	-.80	-.17	.12
SB 22	.49	.04	-.53	.11	-.06	-.36	-.19	.08
SB 23	-.15	.23	-.63	-.05	.16	-.45	-.36	.02
SB 24	.21	.08	-.56	.05	.10	-.53	.08	.23
SB 25	.20	.14	-.26	-.26	.18	-.74	-.24	-.12
SB 26	.23	.72	-.13	-.21	-.18	-.24	-.32	.08
SB 27	.01	.21	-.62	-.14	.06	-.61	-.14	.01
SB 28	.04	.81	-.22	-.26	.13	-.06	-.23	-.16
SB 29	.58	.32	-.13	-.10	-.05	-.54	-.18	.17
SB 30	.13	.84	-.17	-.03	.01	-.22	.10	.02
SB 31	.59	.25	-.15	-.32	.24	-.17	-.27	-.27
SB 32	.54	.22	-.21	.21	.29	-.41	.08	.41
SB 33	.31	.72	-.12	-.16	-.12	-.13	-.18	.21
SB 34	.53	.19	-.63	.08	-.14	-.30	-.27	.08
SB 35	.07	-.01	-.91	-.08	-.06	-.22	-.01	.04
SB 36	-.02	.15	-.88	-.09	.10	-.15	.11	.13
SB 37	.42	.73	-.05	-.33	-.12	.04	.11	-.07
SB 38	.52	.73	-.01	-.12	-.18	.07	.09	.08
SB 39	.13	.26	-.22	-.12	.05	-.81	.09	-.01
SB 40	.10	.88	-.03	.09	.07	-.19	-.01	-.02
SB 41	.37	.01	-.26	-.22	.17	-.67	-.12	.30
SB 42	.51	.48	-.04	.09	.43	.09	.08	.08
SB 43	.42	.77	.04	.09	-.19	-.12	-.06	.03
SB 44	.08	.19	-.22	-.07	.37	-.58	-.14	.35
SB 45	.71	.52	.05	.01	-.24	-.06	-.08	.18
SB 46	.57	.38	-.02	.13	.35	-.32	-.06	.03
SB 47	.77	.12	-.05	-.27	-.06	-.42	-.05	.04
SB 48	.59	.13	-.16	-.07	.06	-.63	-.04	.01
SB 49	.63	.51	-.02	.21	.33	-.11	.15	-.21
SB 50	.86	.25	-.05	.06	.14	-.15	-.08	.10
SB 51	.65	.57	-.01	.05	.18	-.14	-.03	-.25
SB 52	.09	.37	-.26	-.46	-.24	-.52	.02	.21
Eigen-value:	22.78	6.70	3.54	2.80	2.12	1.63	1.48	1.05
Cumulative % of Eigenvalue:	.44	.57	.63	.69	.73	.76	.79	81

(1) Principal Component Analysis with Varimax Rotation. Factors were included upon the basis of exhibiting an eigenvalue greater than or equal to 1.00.

(2) The responses analyzed were the mean teacher responses within a school--each school being equally weighted. Ninety-five schools were included in the sample.

(3) Responses to the eight distinct department categories were pooled.

APPENDIX E-5

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

ROTATED FACTOR MATRIX(1): STUDENT RESPONSES COMBINED WITH TEACHER RESPONSES(2) TO THE DEPARTMENT LEVEL(3), "IS" DIMENSION; 1974-1975

Item #	Factor 1	Factor 2	Factor 3
IS 1	.64	-.13	.65
IS 2	.19	-.27	.84
IS 3	.72	-.20	.58
IS 4	.58	-.23	.70
IS 5	.23	-.39	.79
IS 6	.01	-.88	.09
IS 7	.62	-.37	.59
IS 8	.50	-.42	.65
IS 9	.74	-.29	.56
IS 10	.67	-.16	.57
IS 11	.78	-.23	.48
IS 12	.38	-.69	.40
IS 13	.62	-.39	.55
IS 14	.63	-.27	.64
IS 15	.65	-.31	.62
IS 16	.73	.01	.61
IS 17	.54	-.30	.70
IS 18	.67	-.27	.59
IS 19	.76	-.30	.43
IS 20	.59	-.44	.57
IS 21	.71	-.33	.55
IS 22	.73	-.36	.51
IS 23	.78	-.15	.47
IS 24	.77	-.38	.18
IS 25	.55	-.52	.54
IS 26	.71	-.23	.60
IS 27	.67	-.35	.58
IS 28	.68	-.35	.49
IS 29	.57	-.26	.62
IS 30	.76	-.22	.41
IS 31	.51	-.09	.78
IS 32	.78	-.19	.52
IS 33	.78	-.29	.47
IS 34	.77	-.40	.32
IS 35	.80	-.34	.41
IS 36	.77	-.52	.22
IS 37	.59	-.43	.49
IS 38	.72	-.39	.49
IS 39	.62	-.52	.30
IS 40	.73	-.28	.55
IS 41	.68	-.39	.51
IS 42	.32	-.70	.18
IS 43	.70	-.41	.34
IS 44	.65	-.27	.56
IS 45	.72	-.29	.53
IS 46	.61	-.47	.51
IS 47	.73	-.36	.50
IS 48	.66	-.31	.60
IS 49	.64	-.44	.49
IS 50	.62	-.26	.61
IS 51	.67	-.57	.28
IS 52	.71	-.37	.47
Eigenvalue:	41.30	1.93	1.28
Cumulative % of Eigenvalue:	.79	.83	.86

(1) Principal Component Analysis with Varimax Rotation. Factors were included upon the basis of exhibiting an eigenvalue greater than or equal to 1.00.

(2) The responses analyzed were the mean student responses (students responding to their teachers) combined with the mean teachers responses (teachers responding to their department heads) within a school--each school being equally weighted. Ninety-five schools were included in the sample.

(3) Responses to the eight distinct department categories were pooled.

APPENDIX E-6

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

ROTATED FACTOR MATRIX(1): STUDENT RESPONSES COMBINED WITH TEACHER RESPONSES(2) TO THE DEPARTMENT LEVEL(3), "SHOULD BE" DIMENSION; 1974-1975

Item #	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
SB 1	.72	-.36	-.25	-.32	-.01
SB 2	.59	-.25	-.35	-.16	.22
SB 3	.64	-.20	-.41	-.35	.15
SB 4	.57	-.34	-.19	-.42	.41
SB 5	.49	-.51	-.12	-.47	.19
SB 6	.23	-.14	-.21	-.17	.84
SB 7	.51	-.55	-.26	-.24	.24
SB 8	.37	-.63	-.33	-.08	.34
SB 9	.62	-.35	-.51	-.25	.22
SB 10	.65	-.46	-.30	-.25	.15
SB 11	.69	-.28	-.34	-.30	.30
SB 12	.43	-.65	-.20	-.13	.35
SB 13	.62	-.41	-.50	-.03	.28
SB 14	.65	-.34	-.48	-.26	.11
SB 15	.59	-.51	-.37	-.34	.16
SB 16	.67	-.35	-.30	-.50	.02
SB 17	.63	-.47	-.39	-.19	.22
SB 18	.74	-.36	-.39	-.09	.19
SB 19	.38	-.54	-.64	-.10	.05
SB 20	.58	-.47	-.40	-.03	.32
SB 21	.53	-.28	-.64	-.17	.27
SB 22	.35	-.40	-.71	-.04	.11
SB 23	.54	-.26	-.56	-.48	.09
SB 24	.24	-.23	-.80	-.06	.07
SB 25	.53	-.30	-.55	-.11	.33
SB 26	.42	-.49	-.38	-.48	.26
SB 27	.40	-.22	-.73	-.32	.22
SB 28	.19	-.48	-.37	-.54	.33
SB 29	.49	-.56	-.46	-.19	.25
SB 30	.29	-.57	-.37	-.55	.11
SB 31	.51	-.55	-.38	-.23	.21
SB 32	.60	-.51	-.39	-.38	.03
SB 33	.41	-.57	-.33	-.49	.23
SB 34	.40	-.47	-.64	-.16	.16
SB 35	.35	-.19	-.74	-.37	.10
SB 36	.15	-.14	-.73	-.41	.11
SB 37	.33	-.64	-.26	-.51	.18
SB 38	.32	-.67	-.18	-.42	.29
SB 39	.47	-.32	-.58	-.31	.17
SB 40	.41	-.56	-.32	-.57	.10
SB 41	.64	-.39	-.45	-.21	.17
SB 42	.11	-.76	-.11	-.18	.06
SB 43	.34	-.64	-.31	-.45	.14
SB 44	.59	-.36	-.42	-.39	.15
SB 45	.36	-.76	-.21	-.23	.18
SB 46	.49	-.64	-.33	-.28	.07
SB 47	.51	-.58	-.39	-.12	.25
SB 48	.56	-.52	-.48	-.23	.08
SB 49	.32	-.77	-.34	-.27	-.09
SB 50	.43	-.76	-.27	-.04	.07
SB 51	.17	-.84	-.30	-.16	.07
SB 52	.40	-.35	-.49	-.39	.37
Eigenvalue:	37.11	2.42	1.37	1.27	1.07
Cumulative % of Eigenvalue:	.71	.76	.79	.81	.83

(1) Principal Component Analysis with Varimax Rotation. Factors were included upon the basis of exhibiting an eigenvalue greater than or equal to 1.00.

(2) The responses analyzed were the mean student responses (students responding to their teachers) combined with the mean teachers responses (teachers responding to their department heads) within a school--each school being equally weighted. Ninety-five schools were included in the sample.

(3) Responses to the eight distinct department categories were pooled.

APPENDIX E-7

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

ROTATED FACTOR MATRIX[1]: STUDENT RESPONSES[2] TO THE
OVERALL SCHOOL PRINCIPAL LEVEL, "IS" DIMENSION; 1974-1975

Item #	Factor 1	Factor 2	Factor 3	Factor 4
IS 1	.59	.46	.09	.51
IS 2	.35	.80	.26	-.04
IS 3	.24	.81	.38	.16
IS 4	.63	.43	.17	.55
IS 5	.40	.75	-.02	.35
IS 6	.33	.64	.12	.55
IS 7	.73	.41	.33	.30
IS 8	.52	.63	.37	.28
IS 9	.26	.77	.30	.40
IS 10	.63	.43	.48	.16
IS 11	.58	.46	.45	.30
IS 12	.75	.40	.13	.32
IS 13	.41	.22	.18	.68
IS 14	.29	.42	.31	.70
IS 15	.42	.48	.34	.57
IS 16	.58	.14	.37	.62
IS 17	.76	.35	.1[illegible]	.42
IS 18	.55	.33	.15	.67
IS 19	.48	.44	.47	.48
IS 20	.51	.62	.34	.41
IS 21	.43	.46	.36	.61
IS 22	.63	.50	.44	.29
IS 23	.46	.24	.56	.57
IS 24	.22	.72	.42	.38
IS 25	.20	.81	.17	.35
IS 26	.53	.35	.52	.42
IS 27	.46	.50	.44	.49
IS 28	.52	.49	.44	.32
IS 29	.49	.47	.30	.49
IS 30	.12	.34	.76	.11
IS 31	.50	.47	.33	.49
IS 32	.71	.32	.31	.47
IS 33	.60	.19	.41	.59
IS 34	.59	.47	.40	.37
IS 35	.68	.27	.37	.48
IS 36	.69	.34	.33	.43
IS 37	.87	.22	.26	.11
IS 38	.75	.26	.30	.41
IS 39	.56	.51	.20	.38
IS 40	.68	.33	.31	.51
IS 41	.69	.37	.14	.52
IS 42	.65	.40	-.02	.47
IS 43	.74	.28	.40	.36
IS 44	.68	.30	.16	.55
IS 45	.66	.40	.21	.52
IS 46	.57	.61	.28	.33
IS 47	.55	.55	.40	.40
IS 48	.71	.40	.25	.40
IS 49	.56	.54	.12	.42
IS 50	.65	.34	.02	.58
IS 51	.70	.34	.17	.52
IS 52	.67	.43	.25	.44
Eigenvalue:	40.29	2.36	1.32	1.12
Cumulative % of Eigenvalue:	.77	.82	.85	.87

(1) Principal Component Analysis with Varimax Rotation. Factors were included upon the basis of exhibiting an eigenvalue greater than or equal to 1.00.

(2) The responses analysed were the mean student responses within a school--each school being equally weighted. That is, the school was the unit of analysis. Ninety-five schools were included in the sample.

APPENDIX E-8

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

ROTATED FACTOR MATRIX[1], STUDENT RESPONSES[2] TO THE OVERALL SCHOOL PRINCIPAL LEVEL, "SHOULD BE" DIMENSION; 1974-1975

Item #	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8
SB 1	.06	.61	.11	.50	-.26	-.20	-.10	.17
SB 2	.19	.10	.15	.11	-.77	-.02	-.10	-.13
SB 3	.05	.21	.09	.10	-.85	-.12	-.05	.17
SB 4	.69	.13	.18	.32	-.33	-.02	-.08	.17
SB 5	.45	.08	.07	.18	-.13	-.47	-.53	.06
SB 6	.20	.21	.14	.80	-.14	-.06	-.12	.00
SB 7	.19	.53	.44	.26	-.12	-.03	-.18	.10
SB 8	.05	.29	.40	.20	-.20	-.01	-.64	.30
SB 9	.32	.27	.09	.09	-.72	.13	-.10	.09
SB 10	.17	.15	.18	.39	-.16	.06	-.66	-.23
SB 11	.07	.23	.26	.68	-.14	.04	-.33	.39
SB 12	.03	.39	-.06	.40	-.02	.02	-.67	.28
SB 13	.11	.83	.16	.26	-.19	.05	-.13	-.01
SB 14	.29	.75	.25	.11	-.18	.17	-.09	.00
SB 15	.43	.36	.59	.23	-.28	-.14	-.06	-.03
SB 16	.10	.79	.42	-.03	-.13	-.10	-.08	.02
SB 17	.42	.39	.09	.17	-.12	.01	-.13	.66
SB 18	.69	.26	.20	.33	-.22	-.10	-.10	-.01
SB 19	.72	.07	.49	-.04	.03	-.15	-.05	.23
SB 20	.10	.74	-.01	.23	-.02	.03	-.20	.39
SB 21	.38	.56	.48	.08	-.18	.10	-.18	.15
SB 22	.64	.42	.39	.11	-.05	.04	-.18	.15
SB 23	.40	.49	.67	.08	-.11	.12	-.11	-.02
SB 24	.75	.13	.47	.01	-.06	.11	-.10	.22
SB 25	.81	.07	.23	.14	-.27	-.26	-.03	.19
SB 26	.27	.29	.76	.25	-.12	-.05	-.10	-.04
SB 27	.71	.16	.51	.09	-.19	-.14	-.06	.15
SB 28	.78	-.07	.37	.12	-.16	-.25	.11	.10
SB 29	.78	.19	.28	.17	-.16	-.13	-.00	-.06
SB 30	.25	.69	.15	.17	-.10	-.45	-.03	-.05
SB 31	.80	.11	.30	.06	-.25	-.21	-.04	.07
SB 32	.35	.69	.14	.22	-.15	-.21	-.12	.15
SB 33	.60	.61	.18	.14	-.13	.14	-.21	-.05
SB 34	.56	.59	.03	.14	-.25	.01	-.12	.11
SB 35	.61	.42	.52	.02	-.18	-.03	-.09	.08
SB 36	.70	.35	.27	.08	-.14	-.13	-.08	.09
SB 37	.59	.59	.11	.25	.04	.17	-.09	-.11
SB 38	.26	.32	.01	.73	-.04	.06	-.29	.00
SB 39	.75	.18	.39	.08	-.02	.04	-.09	-.12
SB 40	.75	.46	.42	.18	-.15	-.06	-.07	.06
SB 41	.82	.39	-.11	.10	.02	.17	-.06	.04
SB 42	.91	-.04	-.07	.12	-.05	-.13	.03	.04
SB 43	.74	.38	.16	.04	-.07	.28	-.11	.06
SB 44	.76	.11	.18	.16	-.12	.38	-.10	.16
SB 45	.83	.27	-.01	.13	-.21	.07	-.11	.00
SB 46	.48	.33	.17	.54	-.06	-.40	-.02	-.04
SB 47	.56	.58	.23	.09	-.02	-.13	-.14	.06
SB 48	.56	.48	.11	.18	-.20	.03	.09	.14
SB 49	.71	.27	.08	-.10	-.05	-.28	-.45	-.05
SB 50	.72	.51	-.11	.14	.01	-.03	-.17	-.08
SB 51	.87	.17	.20	.02	-.07	-.09	-.12	-.05
SB 52	.77	.26	-.01	.19	.16	.09	-.13	-.03
Eigen-value:	27.36	5.03	2.41	2.23	1.66	1.39	1.14	1.09
Cumulative % of Eigenvalue:	.53	.62	.67	.71	.74	.77	.79	.81

(1) Principal Component Analysis with Varimax Rotation. Factors were included upon the basis of exhibiting an eigenvalue greater than or equal to 1.00.

(2) The responses analyzed were the mean student responses within a school--each school being equally weighted. That is, the school was the unit of analysis. Ninety-five schools were included in the sample.

APPENDIX E-9
DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

ROTATED FACTOR MATRIX(1): NON-STUDENT RESPONSES(2) TO OVERALL SCHOOL PRINCIPAL LEVEL, "IS" DIMENSION; 1974-1975

Item #	Factor 1	Factor 2	Factor 3
IS 1	.32	.39	.73
IS 2	.45	.69	.35
IS 3	.61	.54	.36
IS 4	.41	.40	.74
IS 5	.39	.37	.75
IS 6	.62	.42	.49
IS 7	.67	.49	.34
IS 8	.74	.37	.39
IS 9	.63	.28	.62
IS 10	.70	.51	.38
IS 11	.68	.34	.49
IS 12	.63	.36	.49
IS 13	.53	.42	.46
IS 14	.57	.45	.43
IS 15	.66	.20	.64
IS 16	.35	.20	.58
IS 17	.41	.47	.70
IS 18	.57	.29	.63
IS 19	.79	.38	.33
IS 20	.67	.52	.39
IS 21	.76	.41	.38
IS 22	.73	.34	.45
IS 23	.83	.19	.34
IS 24	.67	.47	.36
IS 25	.59	.36	.60
IS 26	.72	.21	.43
IS 27	.74	.40	.37
IS 28	.58	.58	.35
IS 29	.41	.69	.10
IS 30	.64	.36	.32
IS 31	.52	.51	.42
IS 32	.40	.30	.75
IS 33	.75	.27	.48
IS 34	.72	.35	.48
IS 35	.70	.40	.48
IS 36	.61	.49	.35
IS 37	.45	.52	.57
IS 38	.49	.44	.59
IS 39	.68	.45	.36
IS 40	.46	.45	.68
IS 41	.37	.67	.55
IS 42	.46	.52	.48
IS 43	.40	.60	.24
IS 44	.20	.81	.36
IS 45	.49	.50	.61
IS 46	.60	.43	.57
IS 47	.62	.55	.39
IS 48	.30	.84	.32
IS 49	.47	.52	.58
IS 50	.20	.81	.39
IS 51	.60	.48	.46
IS 52	.61	.49	.52
Eigenvalue:	38.80	1.79	1.32
Cumulative % of Eigenvalue:	.75	.78	.81

(1) Principal Component Analysis with Varimax Rotation. Factors were included upon the basis of exhibiting an eigenvalue greater than or equal to 1.00.

(2) The responses analyzed were the mean non-student (teachers, department heads, non-certified and other certified staff excluding the principal) responses within a school--each school being equally weighted. That is, the school was the unit of analysis. One hundred eighteen schools were included in the sample.

APPENDIX E-10

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

ROTATED FACTOR MATRIX(1): NON-STUDENT RESPONSES(2) TO OVERALL SCHOOL PRINCIPAL LEVEL, "SHOULD BE" DIMENSION; 1974-1975

Item #	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8
SB 1	-.09	.33	.14	.27	-.13	-.67	-.11	-.06
SB 2	-.11	.09	.27	.35	-.54	-.30	-.23	.07
SB 3	-.30	.27	.36	.10	-.39	-.32	-.00	.18
SB 4	-.13	.37	.23	.19	-.22	-.66	-.17	.20
SB 5	-.02	.23	.33	.08	.00	-.21	-.73	.07
SB 6	-.27	.28	.57	.15	-.29	-.24	-.07	.07
SB 7	-.03	.04	.49	.28	-.46	-.10	-.20	.02
SB 8	-.18	.25	.61	.08	-.49	-.09	-.09	.01
SB 9	-.15	.34	.35	.39	-.39	-.29	.05	.06
SB 10	-.47	.19	.48	.13	-.42	.10	-.26	.11
SB 11	-.67	.11	.45	.20	-.27	-.11	.09	.02
SB 12	-.28	.23	.70	.03	-.05	-.05	-.39	.10
SB 13	-.11	.23	.48	.32	-.40	-.03	.09	.14
SB 14	-.02	.31	.59	.34	-.14	-.30	-.11	.12
SB 15	-.23	.28	.21	.56	-.33	-.15	.06	.16
SB 16	.08	.30	.21	.67	-.14	-.15	-.10	.07
SB 17	-.09	.22	.20	.43	-.22	-.36	-.16	.32
SB 18	-.14	.30	.09	.74	-.24	-.17	-.09	.08
SB 19	-.03	.22	.23	.19	-.80	.01	-.03	-.02
SB 20	-.15	.29	.37	.22	-.56	-.12	-.13	-.03
SB 21	-.14	.20	.22	.23	-.77	-.10	-.02	.01
SB 22	-.23	.13	.05	.07	-.79	-.27	.00	.11
SB 23	-.19	.20	.05	.29	-.57	-.19	.01	.51
SB 24	-.15	.19	.05	.07	-.74	-.18	-.09	.25
SB 25	-.24	.42	.29	.28	-.41	-.17	.02	.12
SB 26	-.29	.29	.18	.36	-.40	-.20	.00	.35
SB 27	-.05	.16	.17	.15	-.82	.03	-.09	.20
SB 28	-.09	.34	.18	.41	-.56	-.02	-.23	.14
SB 29	-.09	.23	.14	.32	-.45	-.05	-.14	.57
SB 30	-.10	.16	.08	.48	-.46	-.01	-.05	.51
SB 31	-.02	.42	.06	.37	-.47	-.16	-.20	.27
SB 32	-.17	.52	.24	.20	-.09	-.22	-.13	.32
SB 33	-.17	.51	.20	.30	-.53	-.16	-.05	.17
SB 34	-.14	.23	.23	.23	-.71	-.19	.07	.15
SB 35	-.31	.26	.15	.11	-.70	-.21	.12	.11
SB 36	.01	.43	.16	.15	-.62	.05	-.06	.29
SB 37	-.05	.48	.26	-.01	-.47	-.07	.10	.38
SB 38	-.69	.27	.25	-.08	-.21	-.08	-.09	.20
SB 39	-.12	.26	.04	-.01	-.61	-.01	.01	.52
SB 40	-.08	.63	.32	.19	-.18	-.29	-.17	.18
SB 41	-.22	.66	.20	.29	-.27	-.26	-.15	.15
SB 42	-.34	.63	.10	.29	-.29	-.14	.01	.18
SB 43	.02	.68	.26	.02	-.26	-.16	-.13	.20
SB 44	-.18	.67	.12	.40	-.20	-.11	-.15	.10
SB 45	-.16	.68	.08	.40	-.24	-.29	-.11	.16
SB 46	-.52	.53	-.00	.14	-.28	-.29	-.10	.07
SB 47	-.12	.69	.21	.17	-.50	.10	-.03	.00
SB 48	-.19	.67	.22	.22	-.25	-.16	-.30	.02
SB 49	-.27	.63	.15	.16	-.20	-.11	-.36	.01
SB 50	-.56	.42	.04	.28	-.09	-.06	-.49	-.06
SB 51	-.17	.45	-.00	.10	-.52	-.25	-.26	.11
SB 52	-.08	.54	.25	.30	-.48	-.07	-.06	.03
Cumulative % of Eigenvalue:	.50	.56	.60	.63	.66	.68	.70	.72
Eigenvalue:	25.983	3.268	2.046	1.648	1.219	1.056	1.017	1.007

(1) Principal Component Analysis with Varimax Rotation. Factors were included upon the basis of exhibiting an eigenvalue greater than or equal to 1.00.

(2) The responses analyzed were the mean non-student (teachers, department heads, non-certified and other certified staff excluding the principal) responses within a school--each school being equally weighted. That is, the school was the unit of analysis. One hundred eighteen schools were included in the sample.

APPENDIX E-11
DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

ROTATED FACTOR MATRIX$^{(1)}$: OTHER CERTIFIED STAFF$^{(2)}$ RESPONSES TO THE OVERALL SYSTEM LEVEL$^{(3)}$, "IS" DIMENSION; 1974-1975

Item #	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
IS 1	.12	-.45	.14	.37	-.26	-.41	-.15
IS 2	.35	-.34	.24	.09	-.38	-.48	-.01
IS 3	.45	-.29	.08	.36	-.33	-.38	-.20
IS 4	.16	-.59	.13	.44	-.33	-.27	-.14
IS 5	.14	-.56	.07	.52	-.25	-.32	-.09
IS 6	.30	-.45	.15	.32	-.44	-.26	-.07
IS 7	.43	-.33	.12	-.03	-.33	-.47	-.28
IS 8	.37	-.28	.10	.36	-.51	-.35	-.13
IS 9	.24	-.32	.27	.58	-.32	-.28	-.14
IS 10	.38	-.39	.08	.33	-.25	-.37	-.33
IS 11	.25	-.12	.18	.39	-.41	-.35	-.42
IS 12	.40	-.50	.09	.25	-.18	-.37	-.17
IS 13	.15	-.18	.20	.18	-.14	-.07	-.78
IS 14	.20	-.55	.08	.10	-.58	-.13	-.16
IS 15	.24	-.44	.24	.43	-.46	-.08	-.27
IS 16	.04	-.62	.27	.07	-.08	-.13	-.12
IS 17	.40	-.50	.05	.29	-.34	-.28	-.14
IS 18	.35	-.25	.16	.73	-.13	-.11	-.12
IS 19	.59	-.24	.13	.43	-.25	-.13	-.22
IS 20	.57	-.30	.21	.18	-.39	-.28	-.12
IS 21	.66	-.23	.29	.19	-.20	-.18	-.19
IS 22	.66	.05	.23	.34	-.17	-.24	-.16
IS 23	.36	-.05	.19	.40	-.69	-.05	-.09
IS 24	.59	-.27	.15	.34	-.40	-.01	-.13
IS 25	.45	-.26	.26	.38	-.21	-.35	-.23
IS 26	.22	-.15	.10	.20	-.63	-.31	-.34
IS 27	.65	-.28	.23	.29	-.25	-.07	-.21
IS 28	.25	-.27	.62	.09	-.28	-.12	-.42
IS 29	.55	-.18	.49	.01	-.16	.01	.02
IS 30	.19	-.33	.38	-.07	-.67	-.19	.04
IS 31	.20	-.17	.64	.40	-.24	-.13	-.23
IS 32	.27	-.36	.22	.48	-.06	-.37	-.21
IS 33	.36	-.21	.28	.27	-.64	-.13	-.18
IS 34	.48	-.30	.25	-.02	-.47	-.39	-.06
IS 35	.36	-.12	.17	.31	-.47	-.33	-.23
IS 36	.15	-.20	.75	.18	-.17	-.28	-.06
IS 37	.43	-.44	-.11	.11	-.19	-.25	-.40
IS 38	.53	-.41	.02	.09	-.19	-.25	-.46
IS 39	.67	-.13	.13	.19	-.22	-.32	-.18
IS 40	.43	-.58	.10	.27	-.28	-.19	-.15
IS 41	.47	-.62	.11	.20	-.35	-.13	-.03
IS 42	.26	-.48	.54	.24	-.26	-.17	-.01
IS 43	.17	-.15	.19	.19	-.13	-.79	-.14
IS 44	.03	-.74	.12	.16	-.09	.00	-.19
IS 45	.40	-.46	.24	.51	-.13	-.28	-.04
IS 46	.46	-.52	.19	.29	-.26	-.34	-.01
IS 47	.51	-.51	.05	.18	-.27	-.41	-.20
IS 48	.42	-.64	.22	.18	-.09	-.32	.00
IS 49	.54	-.39	.27	.12	-.23	-.37	.03
IS 50	.37	-.71	.29	.09	-.12	-.15	-.07
IS 51	.35	-.28	.18	.30	-.19	-.63	-.02
IS 52	.63	-.35	-.00	.25	-.25	-.39	.03
Eigen-value:	29.24	2.04	1.69	1.[illegible]	1.33	1.25	1.12
Cumulative % of Eigenvalue:	.56	.60	.63	.66	.69	.71	.73

(1) Principal Component Analysis with Varimax Rotation. Factors were included upon the basis of exhibiting an eigenvalue greater than or equal to 1.00.

(2) The responses analyzed were the mean other certified staff (principal, asst. principal, counselor and librarian) responses within the school--each school being equally weighted. One hundred eighteen schools were included in the sample.

(3) The overall system level reflects the leadership pattern of the person and his staff directly above the principal.

APPENDIX E-12
DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

ROTATED FACTOR MATRIX(1): OTHER CERTIFIED STAFF(2) RESPONSES TO THE OVERALL SYSTEM LEVEL(3), "SHOULD BE" DIMENSION; 1974-1975

Item #	F*-1	F-2	F-3	F-4	F-5	F-6	F-7	F-8	F-9	F-10	F-11
SB 1	.16	.14	.53	.34	.21	-.20	.29	-.20	-.23	-.10	.19
SB 2	.45	.18	.21	.10	.47	-.07	.47	-.25	-.07	-.08	.01
SB 3	.16	.14	.05	.28	-.00	-.14	.73	-.07	-.11	.16	.13
SB 4	.31	.15	.03	.30	.03	.01	.39	-.37	-.24	.12	.41
SB 5	.06	.15	.13	.76	.14	-.04	.05	-.02	-.07	.09	.20
SB 6	.14	.22	.19	.49	.57	-.06	.23	-.17	-.20	.00	.01
SB 7	.21	.16	.09	-.08	.42	-.22	.64	-.02	-.09	.06	-.12
SB 8	.26	.34	-.27	.11	.44	-.08	.32	-.07	-.16	.29	.28
SB 9	.34	.44	.28	.10	.25	-.32	.14	.07	-.24	.11	.31
SB 10	.36	.26	-.10	.28	.04	-.62	.12	-.06	-.11	.29	-.01
SB 11	.26	.22	.04	-.05	.22	-.47	.42	-.16	-.32	.19	.18
SB 12	.14	.14	.05	.44	.37	-.26	.22	-.34	-.25	.19	-.12
SB 13	.04	.33	-.07	.08	.26	-.21	.15	-.09	-.09	.67	.04
SB 14	.53	.31	.04	.26	-.01	-.07	.05	-.08	-.17	.44	.13
SB 15	.16	.40	.19	.14	.22	.11	.10	.19	-.31	.43	.33
SB 16	.15	.21	.74	.11	.10	-.07	.04	-.09	-.09	.06	.12
SB 17	.28	.21	.11	.16	.17	-.32	.10	-.47	-.42	.09	.10
SB 18	.02	.35	.08	.07	.14	-.06	.11	-.09	-.75	.10	.02
SB 19	.15	.76	.14	.34	.12	-.15	.03	-.05	-.12	.22	.04
SB 20	.15	.37	.18	.00	.22	-.03	.10	-.29	-.36	.52	.20
SB 21	.04	.71	.28	.10	.14	-.17	.20	-.28	-.04	.25	-.01
SB 22	.16	.41	.47	.00	.24	-.27	.35	.11	-.15	.13	-.01
SB 23	.21	.61	.12	.03	.39	.06	.30	-.14	-.19	.08	.00
SB 24	.22	.68	.18	.10	.12	-.10	.28	-.27	-.07	.06	.07
SB 25	.25	.63	.03	.20	.40	-.11	.04	-.16	-.28	.02	-.02
SB 26	.04	.75	.04	.02	.25	-.21	-.13	.21	-.09	.15	.14
SB 27	.41	.54	.09	-.09	.29	-.07	.25	-.24	.02	.11	.19
SB 28	.18	.27	.19	.11	.61	-.05	.25	-.24	-.20	-.02	.24
SB 29	.31	.30	.45	.13	.25	-.15	-.09	-.21	.00	.30	.18
SB 30	.36	.42	.08	-.04	.33	-.16	.01	-.50	.11	.14	.21
SB 31	.28	.30	.08	.03	.66	-.07	-.10	-.20	-.23	.15	.02
SB 32	.57	.22	.25	.08	.36	-.16	.20	-.18	-.14	.08	-.12
SB 33	.25	.60	.21	.07	.24	-.18	.26	-.26	-.28	.08	.02
SB 34	.17	.35	.27	-.12	.54	-.18	.29	-.32	-.17	.22	.01
SB 35	.12	.36	.26	-.18	.53	-.21	.29	.03	-.07	.29	.28
SB 36	.16	.31	.07	.14	.74	-.27	.04	-.11	-.08	.10	.09
SB 37	.02	.17	.26	.12	.34	-.73	.12	-.02	-.05	-.03	.18
SB 38	.34	.18	.07	-.05	.23	-.61	.06	-.37	-.18	.07	.03
SB 39	.12	.11	.38	-.03	.13	-.56	.43	-.05	-.14	.19	.20
SB 40	.75	.22	.24	.13	.16	-.01	.11	-.09	-.09	-.04	.21
SB 41	.08	.21	.31	.22	.30	-.10	.17	-.54	-.18	.15	.27
SB 42	.22	.23	.02	.34	.57	-.19	.10	.05	-.14	.21	.29
SB 43	.18	.11	.19	.16	.54	-.29	.20	.04	.08	.37	.17
SB 44	.17	.09	.26	.19	.18	-.20	.02	-.18	-.08	.07	.73
SB 45	.41	.10	.12	.24	.04	-.16	.05	-.05	-.52	.09	.42
SB 46	.50	.12	.06	.06	.35	-.19	.15	.01	-.50	.04	.33
SB 47	.58	.31	-.09	.10	.25	-.29	.26	-.10	-.10	.04	.28
SB 48	.53	.06	.12	-.00	.27	-.11	.28	-.20	-.41	.19	.24
SB 49	.43	.08	.28	.12	.22	-.20	.19	-.23	-.21	.47	-.05
SB 50	.44	.05	.11	.14	.30	-.28	.13	-.03	-.61	.21	.02
SB 51	.23	.17	.04	.18	.58	-.36	.08	-.02	-.30	.35	-.01
SB 52	.67	.15	.08	-.05	.27	-.35	.15	.00	-.13	.24	-.01

*F=Factor

Eigenvalue:											
	23.76	2.51	2.03	1.98	1.64	1.54	1.37	1.31	1.21	1.11	1.00
Cumulative % of Eigenvalue:											
	.46	.51	.54	.58	.61	.64	.67	.69	.72	.74	.76

(1) Principal Component Analysis with Varimax Rotation. Factors were included upon the basis of exhibiting an eigenvalue greater than or equal to 1.00.

(2) The responses analyzed were the mean other certified staff (principal, asst. principal, counselor and librarian) responses within the school--each school being equally weighted. One hundred eighteen schools were included in the sample.

(3) The overall system level reflects the leadership pattern of the person and his staff directly above the principal.

APPENDIX E-13
DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

ROTATED FACTOR MATRIX(1): STUDENT RESPONSES TO SUBJECT AREA OR DEPARTMENT LEVEL COMBINED WITH NON-STUDENT RESPONSES TO OVERALL SCHOOL OR PRINCIPAL LEVEL COMBINED WITH OTHER CERTIFIED STAFF TO OVERALL SYSTEM LEVEL(2), "IS" DIMENSION(3), 1974-1975

Item #	Factor 1	Factor 2	Factor 3	Factor 4
IS 1	.35	-.60	-.51	.15
IS 2	.56	-.20	-.38	.44
IS 3	.62	-.46	-.31	.28
IS 4	.48	-.54	-.54	.15
IS 5	.58	-.37	-.55	-.01
IS 6	.76	-.01	-.28	.17
IS 7	.65	-.30	-.29	.35
IS 8	.72	-.40	-.21	.27
IS 9	.45	-.67	-.37	.23
IS 10	.68	-.42	-.31	.23
IS 11	.54	-.63	-.20	.23
IS 12	.68	-.25	-.50	.10
IS 13	.43	-.50	-.23	.18
IS 14	.42	-.47	-.43	.34
IS 15	.53	-.58	-.33	.23
IS 16	-.37	-.74	-.45	.27
IS 17	.50	-.53	-.49	.18
IS 18	.47	-.65	-.33	.11
IS 19	.62	-.52	-.19	.30
IS 20	.71	-.30	-.26	.38
IS 21	.65	-.42	-.20	.40
IS 22	.65	-.47	-.08	.32
IS 23	.44	-.66	-.09	.39
IS 24	.62	-.41	-.19	.35
IS 25	.66	-.43	-.31	.22
IS 26	.44	-.66	-.18	.33
IS 27	.63	-.44	-.22	.36
IS 28	.35	-.49	-.33	.56
IS 29	.29	-.32	-.32	.59
IS 30	.39	-.29	-.20	.61
IS 31	.25	-.64	-.32	.48
IS 32	.24	-.74	-.45	.21
IS 33	.47	-.62	-.20	.43
IS 34	.69	-.31	-.22	.40
IS 35	.59	-.57	-.19	.32
IS 36	.34	-.38	-.34	.57
IS 37	.61	-.35	-.41	.07
IS 38	.63	-.40	-.37	.15
IS 39	.75	-.24	-.10	.26
IS 40	.50	-.50	-.53	.23
IS 41	.53	-.34	-.58	.31
IS 42	.47	-.18	-.49	.43
IS 43	.49	-.34	-.34	.27
IS 44	.18	-.36	-.72	.25
IS 45	.46	-.54	-.52	.24
IS 46	.66	-.34	-.44	.27
IS 47	.71	-.32	-.41	.26
IS 48	.43	-.30	-.64	.37
IS 49	.65	-.24	-.43	.32
IS 50	.37	-.24	-.70	.37
IS 51	.70	-.24	-.36	.22
IS 52	.68	-.36	-.37	.24
Eigenvalue:	35.05	2.03	1.38	1.03
Cumulative % of Eigenvalue:	.68	.71	.74	.76

(1) Principal Component Analysis with Varimax Rotation. Factors were included upon the basis of exhibiting an eigenvalue greater than or equal to 1.00.

(2) These combinations were decided upon because students are primarily subject to teacher leadership influence; non-students to principal leadership influence; and other certified staff to superintendent leadership influence.

(3) Because the school is the unit of analysis, the responses analyzed were the mean responses within a school--each school being equally weighted. One hundred eighteen schools were included in the sample.

APPENDIX E-14

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

ROTATED FACTOR MATRIX(1); STUDENT RESPONSES TO SUBJECT AREA OR DEPARTMENT LEVEL COMBINED WITH NON-STUDENT RESPONSES TO OVERALL SCHOOL OR PRINCIPAL LEVEL COMBINED WITH OTHER CERTIFIED STAFF TO OVERALL SYSTEM LEVEL(2), "SHOULD BE" DIMENSION(3), 1974-1975

Item #	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
SB 1	.72*	-.22	.18	-.31	.28	.00	.13
SB 2	.46	-.40	.27	-.39*	.33	-.17	.29
SB 3	.42	-.29	-.06	-.39*	.39	.08	.32
SB 4	.58*	-.27	.03	-.13	.36	.08	.41
SB 5	.66*	-.03	.15	-.05	.42	.30	.10
SB 6	.19	-.32	.51*	-.09	.63	-.02	.11
SB 7	.22	-.36	.12	-.54*	.29	-.01	.29
SB 8	.11	-.43	.22	-.19	.33	.27	.49*
SB 9	.29	-.37	.21	-.17	.11	.36	.53*
SB 10	.36	-.21	.07	-.42*	.26	.41	.40
SB 11	.23	-.28	.13	-.50*	.26	.24	.45
SB 12	.41*	-.15	.21	-.26	.59	.26	.22
SB 13	.21	-.35*	.25	-.27	.12	.58	.20
SB 14	.51*	-.32	.08	-.12	.15	.36	.42
SB 15	.51*	-.37	.24	-.08	.03	.39	.29
SB 16	.80*	-.23	.08	-.29	.01	.16	.09
SB 17	.62*	-.25	.16	-.24	.23	.16	.33
SB 18	.53*	-.30	.22	-.04	.14	.26	.30
SB 19	.32	-.67*	.13	-.11	.13	.39	.14
SB 20	.32	-.47*	.24	-.15	.16	.33	.29
SB 21	.27	-.75*	.11	-.24	.14	.28	.03
SB 22	.07	-.58	.24	-.44*	.05	.12	.10
SB 23	.48	-.60*	.19	-.21	.11	.15	.22
SB 24	.10	-.81*	.10	-.13	.16	.03	.17
SB 25	.19	-.60*	.38	.01	.22	.24	.27
SB 26	.47*	-.47	.20	-.17	-.08	.43	.18
SB 27	.22	-.71	.18	-.24	.05	-.03	.34*
SB 28	.33	-.49	.50*	-.19	.23	-.10	.25
SB 29	.51	-.43	.35*	-.22	-.03	.14	.12
SB 30	.44	-.53*	.25	-.22	-.01	.05	.25
SB 31	.41	-.41	.52*	-.13	.06	.13	.28
SB 32	.66*	-.26	.18	-.34	.12	.13	.32
SB 33	.44	-.59*	.21	-.24	.18	.18	.29
SB 34	.25	-.59*	.38	-.41	.13	.07	.18
SB 35	.24	-.52	.38	-.46*	-.03	.19	.22
SB 36	.22	-.42	.64*	-.26	.13	.11	.19
SB 37	.48	-.18	.32	-.58*	.09	.21	.11
SB 38	.36	-.20	.20	-.46*	.20	.18	.38
SB 39	.31	-.30	.19	-.68*	.02	.09	.17
SB 40	.64	-.29	.14	-.19	.09	.03	.47*
SB 41	.63*	-.32	.30	-.21	.22	.07	.21
SB 42	.34	-.25	.55*	-.14	.22	.22	.33
SB 43	.34	-.27	.46*	-.41	.06	.21	.22
SB 44	.65*	-.19	.27	-.18	.04	.08	.33
SB 45	.53	-.18	.29	-.05	.06	.14	.56*
SB 46	.40	-.22	.38	-.20	.10	.06	.64*
SB 47	.30	-.39	.20	-.27	.13	.06	.61*
SB 48	.55	-.23	.24	-.28	.10	.05	.55*
SB 49	.45*	-.23	.30	-.32	.14	.18	.37
SB 50	.46	-.02	.35	-.25	.22	.19	.51*
SB 51	.14	-.26	.63*	-.31	.17	.26	.34
SB 52	.30	-.28	.24	-.40	.01	.17	.56*
Eigen-values	29.58	2.48	1.41	1.27	1.15	1.08	1.00
Cumulative % of Eigenvalues:	.57	.62	.64	.67	.69	.71	.73

(1) Principal Component Analysis with Varimax Rotation. Factors were included upon the basis of exhibiting an eigenvalue greater than or equal to 1.00.

(2) These combinations were decided upon because students are primarily subject to teacher leadership influence; non-students to principal leadership influence; and other certified staff to superintendent leadership influence.

(3) Because the school is the unit of analysis, the responses analyzed were the mean responses within a school--each school being equally weighted. One hundred eighteen schools were included in the sample.

APPENDIX E-15

Factor Analysis
Student to Department Level (Teachers)
combined with
Non-Student to Overall School Level (Principal)
combined with
Other Certified Staff to Overall School System Level

DSLI Principal Component Analysis with Varimax Rotation

These combinations were decided upon because students are primarily subject to teacher leadership influence; non-students to principal leadership influence; and, other certified staff to superintendent leadership influence.

FACTOR 1- CONFIDENCE AND TRUST (14)

1. Your leaders have faith and trust in you. .72

4. Your leaders work with you in such a way that you like to do what they expect you to do. .58

5. You have faith and trust in your leaders. .66

12. True and complete information is used to rate what you and your peers do. .41

14. Leaders are told what they should know in an open way by the ones who are involved. .51

15. You feel close to your leaders. .51

18. You feel friendly with your leaders. .53

26. You share your problems with your leaders. .47

32. Your leaders support and back you up. .66

41. Needed work gets done because of the way your leaders and peers work together. .63

44. Your peers accept what is expected of them. .65

49. Your leaders share with you most of the information you need or want. .45

APPENDIX E-15
(continued)

FACTOR 2- COMMUNICATION (10)

13. You know how things are from your leaders' point of view.
.35

19. Your or your peers can bring about changes in policies.
.67

20. Ideas for ways to improve things come from all concerned.
.47

21. Your or your peers can help change how things are done.
.75

23. You share your feelings with your leaders.
.60

24. You are able to improve things.
.80

25. Your leaders show that work done by you and your peers is important.
.60

30. You and your peers tell it "like it is" to your leaders.
.53

33. You communicate with leaders to help improve things.
.59

34. Your leaders try to get your ideas.
.59

FACTOR 3- CONTROL (8)

6. Your leaders use what they know about "how you are doing" to help you improve.
.51

28. Your leaders provide chances for you to work with your peers in friendly ways.
.50

29. Those not in charge show as much concern about a job being done as do leaders.
.35

31. You have the chance to show concern for others.
.52

36. You are encouraged to give help to others to make things better.
.64

42. Your leaders try to get you to reach high goals.
.55

43. You take part in judging your performance.
.46

51. Information on what you do and how well you do it is used to help solve problems.
.63

APPENDIX E-15
(continued)

FACTOR 4- DECISION-MAKING (10)

2. Teamwork is used to improve things. .39

3. You or your peers can take part in improving things. .39

7. Decisions are made through teamwork. .54

10. You or your peers take a part in making decisions which affect you. .42

11. Your leaders know how it is from your point of view. .50

22. When your leaders know your ideas they try to use them. .44

35. Your leaders use your help to solve a common problem. .46

37. Decisions are made by those close to the problem source. .58

38. The people who make decisions which affect you are aware of the things you face. .46

39. You or your peers influence what happens to you. .68

FACTOR 5- INTERACTION-INFLUENCE (10)

8. Your leaders discuss with you or your peers ways to improve things. .49

9. Your leaders treat you in ways which make you feel important. .53

27. You or your peers can help bring about changes in what is done. .34

40. Decisions are made in such a way that you do not mind carrying them out. .47

45. Your leaders work with you and your peers in friendly ways. .56

46. Your leaders use what they "find out" to make things better. .64

47. Things are organized so that you or your peers can help make decisions. .61

48. Most all work together to get the job done. .55

50. Most all get along well and help each other. .51

52. The leaders work with their peers and people below them to make the decisions. .56

APPENDIX F

Mean and Standard Deviations of Is and Should Be Dimensions and Intensity Scores by Item

Means and Standard Deviations of
Is and Should Be Dimensions,
and Intensity Scores, by Item
for All Responses to the Overall School Level
n = 118

	Is Dimension		Should Be Dimension		Intensity Score	
Item #	Mean	S.D.	Mean	S.D.	Mean	S.D.
1	2.95	.566	3.59	.268	3.90	2.015
2	2.48	.410	3.35	.237	4.97	1.593
3	2.51	.458	3.38	.243	5.01	1.615
4	2.62	.552	3.47	.278	5.00	1.973
5	2.86	.483	3.63	.270	4.85	2.092
6	2.44	.406	3.40	.217	5.48	1.766
7	2.30	.424	3.27	.217	5.31	1.659
8	2.40	.493	3.32	.275	5.13	1.870
9	2.38	.556	3.32	.281	5.13	1.821
10	2.30	.447	3.21	.331	4.93	1.741
11	2.29	.509	3.80	.287	5.55	1.875
12	2.51	.439	3.46	.325	5.54	2.209
13	2.40	.391	3.25	.260	4.74	1.487
14	2.39	.436	3.35	.311	5.45	1.520
15	2.26	.578	3.13	.384	4.49	1.620
16	2.73	.801	3.26	.441	2.78	1.866
17	2.52	.523	3.47	.302	5.51	1.804
18	2.78	.588	3.44	.314	3.85	1.795
19	2.14	.459	3.07	.271	4.72	1.607
20	2.35	.449	3.38	.235	5.73	1.831
21	2.18	.451	3.16	.245	5.12	1.545
22	2.24	.433	3.02	.227	3.99	1.613
23	2.20	.509	2.95	.353	3.76	1.288
24	2.18	.398	3.10	.228	4.74	1.569
25	2.52	.495	3.36	.270	4.81	1.862
26	2.16	.539	2.92	.382	3.71	1.224
27	2.14	.419	3.06	.243	4.65	1.501
28	2.58	.522	3.27	.283	3.84	1.644
29	2.35	.377	3.20	.269	4.68	1.499
30	2.42	.419	3.30	.255	4.95	1.608
31	2.70	.527	3.32	.284	3.55	1.615
32	2.66	.673	3.[illegible]0	.341	4.83	2.176
33	2.44	.534	3.34	.275	4.99	1.624
34	2.28	.469	3.24	.245	5.12	1.691
35	2.26	.494	3.14	.277	4.59	1.549
36	2.46	.460	3.22	.242	4.13	1.624
37	2.46	.407	3.32	.276	4.85	1.719
38	2.32	.447	3.40	.301	6.12	1.958
39	2.37	.337	3.18	.252	4.44	1.579
40	2.40	.530	3.33	.320	5.16	1.769
41	2.48	.535	3.44	.286	5.44	2.037
42	2.79	.440	3.50	.241	4.39	1.760
43	2.47	.578	3.33	.311	4.75	1.878
44	2.50	.472	3.31	.317	4.62	1.419
45	2.77	.584	3.52	.265	4.46	2.189
46	2.55	.499	3.42	.285	5.01	1.844
47	2.31	.467	3.32	.241	5.55	1.697
48	2.53	.516	3.44	.294	5.29	1.944
49	2.57	.491	3.47	.271	5.26	1.858
50	2.69	.529	3.53	.264	5.03	2.021
51	2.42	.419	3.32	.237	5.04	1.714
52	2.45	.468	3.38	.242	5.31	1.902

Means and Standard Deviations of Is and Should Be Dimensions, and Intensity Scores, By Item for Students' Responses to the Overall School (All Schools Combined)

n = 95

	Is Dimension		Should Be Dimension		Intensity Score	
Item #	Mean	S.D.	Mean	S.D.	Mean	S.D.
1	2.37	.355	3.31	.172	5.21	1.771
2	2.24	.306	3.15	.158	4.82	1.283
3	2.14	.290	3.16	.169	5.35	1.495
4	2.12	.350	3.20	.196	5.64	1.627
5	2.50	.342	3.39	.210	5.14	1.684
6	2.27	.303	3.27	.201	5.45	1.564
7	2.06	.362	3.12	.170	5.44	1.378
8	2.03	.339	3.13	.242	5.65	1.638
9	1.86	.290	3.05	.169	5.75	1.436
10	1.96	.273	2.92	.206	4.69	1.540
11	1.84	.306	3.09	.257	6.14	1.749
12	2.26	.318	3.20	.279	5.14	2.171
13	2.07	.210	3.03	.208	4.90	1.142
14	2.04	.291	3.06	.205	5.20	1.254
15	1.76	.323	2.75	.255	4.43	1.084
16	1.82	.351	2.76	.230	4.25	1.364
17	2.03	.329	3.17	.209	5.87	1.577
18	2.22	.348	3.13	.219	4.78	1.376
19	1.80	.307	2.88	.248	5.05	1.329
20	2.05	.305	3.21	.205	6.01	1.802
21	1.84	.299	2.98	.194	5.43	1.297
22	1.88	.288	2.91	.184	4.89	1.187
23	1.71	.264	2.62	.249	3.92	1.005
24	1.87	.307	2.98	.208	5.33	1.483
25	2.13	.286	3.14	.214	5.30	1.595
26	1.66	.305	2.56	.267	3.78	.835
27	1.83	.320	2.91	.209	5.05	1.244
28	2.10	.280	3.05	.247	4.91	1.223
29	2.07	.248	2.98	.223	4.59	1.274
30	2.10	.247	3.09	.202	5.15	1.465
31	2.16	.227	3.07	.208	4.74	1.149
32	1.98	.348	3.12	.187	5.73	1.570
33	1.95	.342	3.07	.198	5.55	1.372
34	1.93	.283	3.05	.200	5.56	1.524
35	1.85	.354	2.91	.199	4.97	1.265
36	2.10	.326	3.03	.190	4.71	1.345
37	2.19	.309	3.05	.188	4.44	1.304
38	1.98	.330	3.16	.261	6.03	2.006
39	2.19	.253	2.99	.216	4.18	1.290
40	1.94	.344	3.02	.206	5.24	1.606
41	2.06	.339	3.16	.208	5.70	1.849
42	2.50	.308	3.31	.205	4.67	1.428
43	2.00	.338	3.03	.210	5.13	1.367
44	2.08	.313	3.01	.243	4.77	1.325
45	2.22	.347	3.27	.205	5.72	1.766
46	2.16	.300	3.17	.195	5.33	1.442
47	1.98	.309	3.13	.179	5.84	1.441
48	2.13	.365	3.16	.208	5.37	1.726
49	2.17	.280	3.23	.219	5.66	1.561
50	2.26	.334	3.30	.189	5.70	1.550
51	2.15	.328	3.14	.222	5.19	1.538
52	2.12	.361	3.20	.203	5.69	1.767

Means and Standard Deviations of
Is and Should Be Dimensions,
and Intensity Scores, by Item for Non-Student Responses
to the Overall School (All Schools Combined)
n = 118

	Is Dimension		Should Be Dimension		Intensity Score	
Item #	Mean	S.D.	Mean	S.D.	Mean	S.D.
1	3.33	.297	3.77	.127	3.06	1.690
2	2.64	.392	3.49	.174	5.07	1.760
3	2.74	.383	3.53	.156	4.80	1.657
4	2.93	.403	3.65	.146	4.58	2.067
5	3.09	.416	3.79	.167	4.66	2.302
6	2.54	.429	3.48	.184	5.50	1.888
7	2.45	.389	3.37	.190	5.22	1.815
8	2.64	.425	3.45	.219	4.80	1.938
9	2.72	.409	3.50	.177	4.72	1.929
10	2.53	.392	3.40	.255	5.08	1.845
11	2.56	.400	3.44	.213	5.17	1.860
12	2.68	.430	3.62	.239	5.79	2.202
13	2.60	.335	3.39	.179	4.65	1.667
14	2.62	.358	3.54	.205	5.60	1.653
15	2.59	.459	3.37	.216	4.53	1.888
16	3.31	.317	3.57	.161	1.84	1.504
17	2.83	.358	3.66	.172	5.27	1.904
18	3.15	.393	3.64	.170	3.25	1.778
19	2.36	.400	3.20	.208	4.52	1.734
20	2.55	.413	3.49	.179	5.55	1.834
21	2.39	.396	3.28	.197	4.93	1.660
22	2.47	.345	3.10	.223	3.42	1.591
23	2.51	.359	3.17	.213	3.66	1.435
24	2.37	.320	3.17	.209	4.36	1.507
25	2.76	.441	3.51	.199	4.50	1.955
26	2.48	.386	3.15	.236	3.67	1.420
27	2.34	.344	3.15	.213	4.40	1.596
28	2.89	.391	3.41	.209	3.17	1.516
29	2.53	.339	3.35	.187	4.75	1.629
30	2.63	.373	3.44	.186	4.81	1.684
31	3.05	.328	3.49	.186	2.80	1.401
32	3.09	.433	3.74	.141	4.25	2.315
33	2.75	.376	3.51	.157	4.63	1.672
34	2.51	.422	3.36	.192	4.83	1.736
35	2.51	.389	3.28	.219	4.35	1.667
36	2.70	.377	3.33	.195	3.76	1.681
37	2.64	.365	3.49	.164	5.12	1.895
38	2.53	.378	3.58	.209	6.18	1.930
39	2.49	.331	3.30	.195	4.60	1.723
40	2.70	.405	3.54	.185	5.11	1.869
41	2.76	.454	3.61	.167	5.27	2.139
42	2.97	.416	3.63	.170	4.20	1.925
43	2.76	.501	3.51	.199	4.51	2.112
44	2.77	.347	3.50	.182	4.53	1.473
45	3.12	.407	3.68	.157	3.65	2.053
46	2.81	.432	3.58	.109	4.81	2.039
47	2.53	.425	3.45	.191	5.36	1.822
48	2.79	.426	3.63	.167	5.24	2.075
49	2.82	.424	3.62	.171	5.00	1.987
50	2.96	.441	3.68	.188	4.59	2.169
51	2.59	.382	3.43	.170	4.95	1.822
52	2.66	.405	3.50	.188	5.06	1.949

Means and Standard Deviations of Is and Should Be Dimensions, and Intensity Scores, by Item for Students' Responses to Middle/Jr. High Schools (Overall School)

n = 60

	Is Dimension		Should Be Dimension		Intensity Score	
Item #	Mean	S.D.	Mean	S.D.	Mean	S.D.
1	2.45	.290	3.29	.141	4.75	1.456
2	2.32	.270	3.12	.158	4.30	1.143
3	2.21	.236	3.13	.149	4.87	1.217
4	2.20	.247	3.19	.147	5.28	1.235
5	2.65	.284	3.39	.166	4.39	1.277
6	2.39	.254	3.25	.152	4.81	1.292
7	2.13	.259	3.11	.136	5.07	1.120
8	2.14	.254	3.14	.147	5.22	1.138
9	1.96	.268	3.03	.137	5.32	1.318
10	2.01	.197	2.90	.135	4.35	1.072
11	1.91	.235	3.10	.138	5.94	1.307
12	2.35	.236	3.19	.168	4.61	1.497
13	2.11	.161	2.98	.148	4.38	.899
14	2.08	.257	3.01	.165	4.68	1.167
15	1.83	.277	2.70	.199	3.91	.673
16	1.81	.250	2.66	.142	3.74	.925
17	2.10	.234	3.15	.141	5.50	1.231
18	2.27	.273	3.09	.185	4.35	.929
19	1.85	.272	2.85	.143	4.63	1.184
20	2.14	.244	3.14	.140	5.27	1.368
21	1.91	.237	2.93	.139	4.89	.966
22	1.95	.217	2.87	.116	4.43	1.066
23	1.75	.206	2.57	.172	3.53	.647
24	1.98	.245	2.98	.124	4.84	1.095
25	2.23	.254	3.11	.146	4.67	1.181
26	1.74	.257	2.57	.201	3.58	.651
27	1.90	.271	2.89	.138	4.67	1.111
28	2.12	.224	3.04	.127	4.71	1.036
29	2.12	.192	2.95	.157	4.18	.982
30	2.10	.210	3.02	.158	4.67	1.112
31	2.19	.181	3.04	.142	4.41	.810
32	2.02	.262	3.07	.155	5.30	1.361
33	1.99	.245	3.02	.147	5.09	1.008
34	2.00	.245	2.98	.151	4.83	1.243
35	1.93	.240	2.87	.134	4.49	.842
36	2.14	.215	2.99	.152	4.34	1.036
37	2.23	.169	3.00	.137	4.03	.957
38	2.03	.214	3.14	.168	5.68	1.435
39	2.25	.210	2.97	.152	3.74	1.099
40	2.01	.231	2.95	.167	4.67	1.239
41	2.14	.259	3.11	.144	5.04	1.417
42	2.55	.234	3.28	.136	4.24	1.020
43	2.07	.210	3.01	.135	4.74	1.041
44	2.12	.232	3.01	.149	4.55	1.139
45	2.26	.267	3.24	.154	5.35	1.356
46	2.24	.234	3.13	.151	4.75	1.163
47	2.06	.247	3.08	.152	5.22	1.322
48	2.21	.277	3.12	.167	4.80	1.471
49	2.26	.235	3.19	.144	5.01	1.115
50	2.30	.264	3.25	.174	5.27	1.150
51	2.21	.235	3.12	.158	4.85	1.060
52	2.19	.242	3.16	.158	5.16	1.405

Means and Standard Deviations of
Is and Should Be Dimensions, and Intensity Scores
by Item for Students' Responses to
High Schools (Overall School)
n = 35

	Is Dimension		Should Be Dimension		Intensity Score	
Item #	Mean	S.D.	Mean	S.D.	Mean	S.D.
1	2.24	.304	2.32	.177	5.94	1.786
2	2.13	.324	3.18	.156	5.48	1.164
3	2.05	.337	3.20	.188	6.00	1.637
4	1.97	.290	3.19	.213	6.28	1.717
5	2.30	.306	3.39	.231	6.15	1.648
6	2.11	.273	3.28	.228	6.25	1.549
7	1.91	.315	3.13	.157	6.07	1.242
8	1.84	.338	3.10	.304	6.20	2.042
9	1.73	.278	3.06	.208	6.34	1.427
10	1.86	.291	2.95	.278	5.26	1.785
11	1.72	.310	3.05	.334	6.36	2.231
12	2.10	.233	3.21	.368	5.97	2.583
13	1.99	.204	3.09	.207	5.56	1.078
14	1.96	.288	3.11	.193	5.86	1.035
15	1.63	.292	2.78	.240	5.07	1.134
16	1.77	.291	2.86	.190	4.97	1.350
17	1.90	.251	3.18	.247	6.49	1.569
18	2.11	.305	3.16	.219	5.47	1.445
19	1.69	.277	2.90	.296	5.56	1.337
20	1.92	.299	3.27	.223	6.98	1.898
21	1.72	.290	3.02	.181	6.09	1.376
22	1.76	.290	2.93	.174	5.42	1.075
23	1.63	.241	2.64	.237	4.34	1.091
24	1.70	.309	2.96	.236	5.79	1.397
25	2.01	.281	3.17	.249	5.98	1.449
26	1.51	.240	2.49	.244	3.95	.865
27	1.70	.302	2.91	.221	5.52	1.257
28	2.06	.311	3.05	.322	5.09	1.395
29	1.99	.256	3.00	.242	5.05	1.427
30	2.09	.295	3.17	.172	5.61	1.324
31	2.10	.232	3.08	.233	5.10	1.378
32	1.88	.282	3.16	.168	6.42	1.369
33	1.84	.277	3.12	.191	6.34	1.223
34	1.81	.247	3.13	.171	6.49	1.371
35	1.70	.271	2.94	.192	5.69	1.148
36	2.00	.298	3.07	.168	5.34	1.335
37	2.09	.307	3.09	.175	5.12	1.298
38	1.88	.280	3.19	.327	6.66	2.345
39	2.08	.238	3.00	.236	4.65	1.279
40	1.82	.282	3.08	.171	6.15	1.476
41	1.90	.234	3.22	.229	6.71	1.750
42	2.42	.290	3.33	.251	5.36	1.491
43	1.87	.300	3.05	.237	5.80	1.313
44	1.99	.239	2.98	.296	5.17	1.296
45	2.12	.311	3.30	.233	6.34	1.912
46	2.03	.313	3.20	.200	6.07	1.463
47	1.85	.307	3.18	.145	6.63	1.203
48	1.97	.304	3.19	.213	6.28	1.503
49	2.04	.259	3.26	.262	6.51	1.702
50	2.16	.291	3.34	.161	6.43	1.551
51	2.04	.282	3.16	.255	5.80	1.711
52	1.99	.345	3.24	.215	6.53	1.710

Means and Standard Deviations of
Is and Should Be Dimensions, and Intensity Scores,
by Item for Non-Students' Responses to
Elementary Schools (Overall School)
n = 23

	Is Dimension		Should Be Dimension		Intensity Score	
Item #	Mean	S.D.	Mean	S.D.	Mean	S.D.
1	3.43	.387	3.81	.157	2.58	2.055
2	2.87	.456	3.57	.187	4.31	2.135
3	3.00	.416	3.60	.167	3.85	2.028
4	3.14	.476	3.72	.169	3.76	2.500
5	3.28	.485	3.83	.128	3.78	2.673
6	2.78	.527	3.57	.194	4.78	2.414
7	2.67	.433	3.45	.203	4.65	2.384
8	2.92	.457	3.57	.227	4.09	2.386
9	2.94	.494	3.60	.189	4.12	2.495
10	2.78	.429	3.53	.233	4.58	2.194
11	2.76	.481	3.52	.186	4.60	2.428
12	2.93	.468	3.71	.159	5.00	2.322
13	2.75	.424	3.44	.204	4.09	2.216
14	2.76	.419	3.61	.195	5.31	1.929
15	2.80	.542	3.45	.218	3.85	2.544
16	3.39	.367	3.63	.188	1.71	1.660
17	2.96	.436	3.69	.209	4.70	2.378
18	3.34	.415	3.73	.161	2.59	2.119
19	2.57	.438	3.27	.206	3.95	2.196
20	2.87	.479	3.61	.182	5.11	2.431
21	2.60	.467	3.38	.221	4.54	2.227
22	2.65	.433	3.17	.254	2.93	2.064
23	2.69	.360	3.23	.227	3.12	1.708
24	2.57	.337	3.24	.238	3.83	1.723
25	3.00	.549	3.61	.200	3.78	2.540
26	2.67	.424	3.25	.229	3.27	1.889
27	2.50	.401	3.22	.215	4.04	2.037
28	3.14	.414	3.55	.217	2.64	1.626
29	2.78	.339	3.39	.245	3.76	1.625
30	2.77	.409	3.50	.181	4.44	2.165
31	3.27	.374	3.60	.193	2.23	1.583
32	3.22	.519	3.77	.127	3.57	2.857
33	2.94	.434	3.58	.168	3.99	2.185
34	2.74	.512	3.45	.200	4.17	2.189
35	2.72	.492	3.37	.255	3.77	1.986
36	2.87	.464	3.40	.234	3.19	1.997
37	2.81	.442	3.53	.190	4.44	2.357
38	2.67	.476	3.63	.172	5.84	2.282
39	2.62	.383	3.33	.257	4.10	2.117
40	2.89	.482	3.62	.189	4.59	2.266
41	2.97	.551	3.70	.158	4.65	2.715
42	3.21	.459	3.73	.164	3.45	2.320
43	3.05	.503	3.61	.201	3.48	2.092
44	2.93	.442	3.59	.183	4.18	1.804
45	3.35	.441	3.76	.146	2.77	2.413
46	3.04	.492	3.68	.208	4.19	2.614
47	2.76	.502	3.55	.181	4.79	2.385
48	3.05	.491	3.73	.175	.438	2.552
49	3.09	.507	3.72	.143	4.11	2.588
50	3.17	.526	3.77	.153	3.95	2.598
51	2.75	.443	3.47	.198	4.36	2.011
52	2.91	.459	3.57	.172	4.11	2.391

Means and Standard Deviations of Is and Should Be Dimensions, and Intensity Scores, by Item for Non-Students' Responses to Middle/Jr. High Schools (Overall School)

n = 60

	Is Dimension		Should Be Dimension		Intensity Score	
Item #	Mean	S.D.	Mean	S.D.	Mean	S.D.
1	3.28	.246	3.74	.108	3.23	1.661
2	2.56	.330	3.46	.176	5.28	1.662
3	2.67	.220	3.51	.146	5.11	1.308
4	2.85	.340	3.62	.132	4.88	1.845
5	3.03	.363	3.79	.108	5.06	2.073
6	2.47	.306	3.48	.130	5.95	1.470
7	2.41	.321	3.35	.158	5.36	1.604
8	2.57	.307	3.44	.148	5.15	1.540
9	2.62	.309	3.45	.152	4.98	1.611
10	2.44	.285	3.37	.183	5.38	1.423
11	2.49	.271	3.44	.138	5.56	1.356
12	2.58	.313	3.62	.119	6.40	1.830
13	2.55	.223	3.37	.154	4.86	1.419
14	2.52	.252	3.51	.173	5.93	1.491
15	2.49	.356	3.34	.219	4.86	1.396
16	3.23	.293	3.53	.144	2.08	1.481
17	2.75	.318	3.63	.171	5.50	1.869
18	3.06	.353	3.59	.170	3.45	1.554
19	2.27	.318	3.16	.193	4.78	1.382
20	2.46	.328	3.44	.136	5.71	1.521
21	2.32	.324	3.26	.167	5.18	1.369
22	2.40	.268	3.07	.213	3.63	1.313
23	2.42	.304	3.12	.212	3.85	1.272
24	2.30	.254	3.14	.206	4.57	1.522
25	2.67	.307	3.45	.170	4.75	1.628
26	2.41	.284	3.11	.192	3.85	1.160
27	2.29	.283	3.13	.227	4.49	1.484
28	2.80	.308	3.36	.183	3.38	1.393
29	2.43	.258	3.31	.116	4.99	1.605
30	2.53	.329	3.39	.182	5.03	1.450
31	2.96	.228	3.42	.154	2.95	1.328
32	3.00	.401	3.73	.123	4.75	2.196
33	2.65	.310	3.47	.136	4.92	1.358
34	2.44	.345	3.32	.189	4.96	1.613
35	2.46	.109	3.26	.201	4.54	1.546
36	2.63	.282	3.29	.172	3.90	1.564
37	2.59	.301	3.46	.161	5.24	1.763
38	2.49	.297	3.56	.145	6.41	1.655
39	2.45	.282	3.28	.173	4.69	1.563
40	2.63	.337	3.51	.152	5.29	1.763
41	2.69	.383	3.57	.156	5.38	2.006
42	2.88	.346	3.57	.162	4.34	1.664
43	2.62	.461	3.46	.194	4.89	2.144
44	2.69	.275	3.43	.171	4.51	1.355
45	3.03	.341	3.63	.148	3.91	1.879
46	2.71	.358	3.55	.191	5.16	1.669
47	2.45	.345	3.39	.180	5.42	1.635
48	2.72	.336	3.58	.127	5.35	1.670
[illegible]	2.74	.322	3.60	.111	5.34	1.564
50	2.92	.380	3.65	.123	4.67	1.920
51	2.53	.304	3.41	.146	5.15	1.675
52	2.56	.325	3.44	.184	5.26	1.645

Means and Standard Deviations of
Is and Should Be Dimensions, and Intensity Scores,
by Item for Non-Students' Responses
to High Schools (Overall School)

n = 35

	Is Dimension		Should Be Dimension		Intensity Score	
Item #	Mean	S.D.	Mean	S.D.	Mean	S.D.
1	3.28	.242	3.75	.109	3.27	1.240
2	2.51	.280	3.44	.128	5.47	1.101
3	2.58	.294	3.47	.131	5.33	1.276
4	2.85	.330	3.62	.117	4.91	1.677
5	3.00	.358	3.74	.244	4.90	2.021
6	2.39	.358	3.38	.197	5.67	1.476
7	2.27	.290	3.28	.168	5.56	1.277
8	2.42	.367	3.32	.229	5.09	1.786
9	2.62	.356	3.45	.155	4.94	1.607
10	2.37	.346	3.28	.299	5.14	1.992
11	2.44	.390	3.35	.291	5.20	1.700
12	2.54	.430	3.49	.352	5.63	2.360
13	2.52	.320	3.36	.176	4.84	1.252
14	2.59	.364	3.50	.230	5.50	1.583
15	2.49	.416	3.34	.191	4.80	1.491
16	3.34	.280	3.56	.124	1.54	1.346
17	2.78	.282	3.65	.113	5.50	1.311
18	3.06	.369	3.61	.141	3.56	1.617
19	2.24	.362	3.16	.210	4.89	1.476
20	2.43	.347	3.44	.173	5.82	1.449
21	2.28	.325	3.22	.167	5.05	1.295
22	2.37	.270	3.06	.167	3.71	1.236
23	2.44	.357	3.16	.175	3.93	1.240
24	2.26	.303	3.14	.151	4.67	1.147
25	1.64	.404	3.45	.192	4.82	1.626
26	2.36	.383	3.07	.233	3.78	1.192
27	2.23	.299	3.12	.168	4.67	1.147
28	2.74	.343	3.32	.162	3.41	1.446
29	2.41	.281	3.34	.139	5.33	1.137
30	2.61	.358	3.42	.179	4.83	1.454
31	2.96	.295	3.46	.171	3.19	1.157
32	3.06	.354	3.70	.167	4.23	1.697
33	2.67	.328	3.47	.141	4.88	1.392
34	2.35	.319	3.32	.157	5.39	1.130
35	2.37	.284	3.23	.179	4.76	1.368
36	2.59	.341	3.31	.145	4.20	1.370
37	2.50	.274	3.48	.129	5.76	1.221
38	2.42	.319	3.48	.287	6.22	1.800
39	2.39	.302	3.30	.138	5.06	1.341
40	2.58	.327	3.48	.181	5.36	1.534
41	2.63	.336	3.57	.144	5.72	1.503
42	2.85	.374	3.60	.141	4.74	1.645
43	2.66	.445	2.49	.159	4.95	1.849
44	2.72	.270	3.49	.154	4.76	1.114
45	3.01	.367	3.65	.149	4.12	1.651
46	2.69	.371	3.51	.206	5.00	1.747
47	2.38	.343	3.40	.163	5.81	1.276
48	2.63	.325	3.57	.156	5.78	1.522
49	2.66	.322	5.54	.203	5.40	1.641
40	2.85	.333	3.61	.244	4.86	1.691
51	2.48	.355	3.40	.169	5.31	1.632
52	2.54	.342	3.49	.175	5.65	1.563

Means and Standard Deviations of Is and Should Be Dimensions, and Intensity Scores, by Item for All Responses (Other Certified Staff) to the Overall System Level (Superintendents/Central Office)

n = 118

	Is Dimension		Should Be Dimension		Intensity Score	
Item #	Mean	S.D.	Mean	S.D.	Mean	S.D.
1	3.17	.582	3.76	.303	3.91	3.108
2	2.54	.684	3.56	.403	6.02	3.916
3	2.53	.627	3.52	.375	5.74	3.530
4	2.77	.669	3.64	.363	5.33	3.461
5	2.93	.672	3.83	.277	5.70	3.872
6	2.32	.744	3.49	.448	6.51	3.600
7	2.27	.644	3.36	.416	5.93	3.921
8	2.31	.652	3.38	.409	5.86	3.324
9	2.54	.636	3.35	.468	4.61	3.227
10	2.29	.587	3.40	.438	6.21	3.754
11	2.35	.672	3.39	.422	5.74	3.638
12	2.61	.740	3.66	.382	6.20	3.904
13	2.45	.548	3.31	.486	4.89	2.900
14	2.52	.625	3.42	.437	5.24	3.138
15	2.34	.784	3.29	.559	4.73	3.357
16	3.27	.476	3.48	.390	1.68	1.955
17	2.69	.601	3.65	.358	5.85	3.634
18	2.94	.693	3.54	.405	3.72	3.073
19	2.18	.587	3.12	.480	4.91	3.064
20	2.30	.627	3.39	.383	5.92	3.350
21	2.18	.540	3.17	.481	5.25	3.311
22	2.78	.512	2.95	.512	3.58	3.091
23	2.39	.670	3.12	.516	3.82	2.908
24	2.23	.556	3.08	.526	4.54	3.066
25	2.53	.633	3.35	.522	4.65	3.208
26	2.23	.618	2.99	.476	3.87	3.057
27	2.12	.553	3.10	.459	5.01	3.040
28	2.76	.662	3.31	.483	3.18	2.842
29	2.43	.524	3.25	.481	4.75	3.291
30	2.46	.705	3.38	.428	5.03	3.201
31	2.89	.592	3.38	.441	2.97	2.744
32	3.02	.520	3.66	.377	4.20	2.993
33	2.63	.666	3.41	.442	4.52	2.989
34	2.23	.579	3.24	.508	5.53	3.182
35	2.28	.512	3.14	.465	4.64	3.121
36	2.61	.637	3.27	.463	3.71	2.832
37	2.48	.628	3.47	.449	5.88	3.847
38	2.34	.652	3.48	.387	6.36	3.591
39	2.31	.567	3.25	.479	5.22	3.414
40	2.59	.604	3.49	.407	5.33	3.098
41	2.58	.652	3.57	.349	5.88	3.482
42	2.92	.697	3.59	.406	4.06	3.523
43	2.42	.700	3.35	.512	5.13	3.771
44	2.74	.615	3.47	.407	4.41	3.315
45	2.99	.640	3.58	.383	3.71	3.054
46	2.56	.651	3.47	.422	5.27	3.193
47	2.28	.665	3.41	.444	6.20	3.497
48	2.64	.644	3.59	.383	5.63	3.284
49	2.56	.626	3.57	.378	5.93	3.504
50	2.82	.662	3.64	.344	4.96	3.560
51	2.41	.635	3.33	.482	5.15	3.355
52	2.49	.635	3.46	.422	5.60	3.630

Means and Standard Deviations of
Is and Should Be Dimensions, and Intensity Scores,
by Item for Other Certified Staff Responses
from All Elementary Schools to Overall System Level
(Superintendent/Central Office)
n = 23

	Is Dimension		Should Be Dimension		Intensity Score	
Item #	Mean	S.D.	Mean	S.D.	Mean	S.D.
1	3.31	.607	3.76	.397	3.19	3.212
2	2.84	.919	3.73	.373	5.38	4.608
3	2.83	.727	3.59	.430	4.54	4.327
4	2.92	.878	3.72	.393	4.74	4.535
5	3.12	.825	3.85	.317	4.52	4.620
6	2.56	1.028	3.52	.548	5.13	5.032
7	2.54	.784	3.48	.452	5.48	4.872
8	2.67	.863	3.49	.477	4.50	4.375
9	2.79	.691	3.40	.539	3.62	3.226
10	2.50	.787	3.30	.584	4.58	4.411
11	2.70	.705	3.38	.461	4.10	3.854
12	2.70	.884	3.72	.523	6.08	5.108
13	2.65	.646	3.36	.612	4.19	3.587
14	2.78	.721	3.36	.541	3.41	3.645
15	2.60	.966	3.27	.684	3.47	4.524
16	3.27	.629	3.38	.542	1.49	2.457
17	2.77	.786	3.62	.434	5.06	4.170
18	3.03	.833	3.58	.471	3.61	3.643
19	2.38	.653	3.24	.590	4.78	4.226
20	2.61	.817	3.45	.464	4.71	4.573
21	2.33	.655	3.29	.569	5.30	4.841
22	2.41	.572	2.92	.619	3.03	3.704
23	2.77	.866	3.48	.478	3.95	3.431
24	2.60	.648	3.36	.540	4.39	3.970
25	2.87	.709	3.48	.560	3.67	3.761
26	2.53	.706	3.10	.617	3.31	3.721
27	2.24	.707	3.30	.473	5.65	3.728
28	3.16	.767	3.45	.557	1.64	2.702
29	2.61	.516	3.17	.611	3.34	3.869
30	2.88	.907	3.53	.476	3.61	3.854
31	3.05	.700	3.38	.437	1.86	2.889
32	3.06	.607	3.70	.427	4.18	3.202
33	3.13	.658	3.55	.437	2.78	3.333
34	2.50	.630	3.38	.464	4.99	4.463
35	2.54	.578	3.17	.480	3.49	3.958
36	2.82	.740	3.27	.506	2.44	3.031
37	2.56	.585	3.33	.614	5.22	4.374
38	2.61	.777	3.42	.433	4.45	4.221
39	2.40	.567	3.12	.593	4.23	4.083
40	2.83	.842	3.61	.425	4.53	3.510
41	2.72	.952	3.69	.396	5.50	4.819
42	3.11	.921	3.62	.461	2.81	3.941
43	2.52	.816	3.24	.666	3.97	4.514
44	2.80	.768	3.47	.453	4.08	4.157
45	3.21	.671	3.49	.464	1.65	2.571
46	2.78	.894	3.41	.445	3.32	3.471
47	2.55	.836	3.49	.480	5.22	4.425
48	2.82	.751	3.70	.427	5.42	4.217
49	2.80	.759	3.59	.453	4.68	4.193
50	2.95	.817	3.55	.461	3.46	4.061
51	2.45	.618	3.21	.643	4.28	3.941
52	2.70	.769	3.40	.468	4.17	4.304

Means and Standard Deviations of Is and Should Be Dimensions, and Intensity Scores, by Item for Other Certified Staff Responses from all Middle/Jr. High Schools to Overall System Level (Superintendent/Central Office)

n = 60

	Is Dimension		Should Be Dimension		Intensity Score	
Item#	Mean	S.D.	Mean	S.D.	Mean	S.D.
1	3.06	.613	3.73	.296	4.36	3.217
2	2.47	.542	3.49	.398	5.93	3.587
3	2.38	.585	3.50	.363	6.39	3.416
4	2.69	.634	3.61	.394	5.69	3.431
5	2.88	.619	3.78	.317	5.72	3.538
6	2.28	.662	3.48	.389	6.72	2.744
7	2.21	.551	3.34	.428	6.17	3.829
8	2.24	.583	3.39	.358	6.31	2.654
9	2.47	.660	3.28	.438	4.39	2.962
10	2.27	.553	3.38	.359	6.11	3.526
11	2.25	.620	3.39	.462	6.26	3.183
12	2.56	.727	3.63	.357	6.20	3.620
13	2.45	.560	3.31	.439	4.84	2.708
14	2.43	.553	3.38	.436	5.59	3.111
15	2.29	.738	3.17	.600	4.65	3.049
16	3.23	.465	3.49	.344	1.95	1.877
17	2.64	.562	3.62	.372	5.93	3.448
18	2.94	.655	3.52	.406	3.59	2.801
19	2.18	.624	3.04	.510	4.39	2.914
20	2.26	.568	3.35	.334	5.94	2.726
21	2.16	.508	3.07	.474	4.76	2.769
22	2.27	.477	2.91	.472	3.30	2.654
23	2.35	.624	3.02	.505	3.42	2.540
24	2.09	.521	2.97	.531	4.63	2.760
25	2.45	.588	3.23	.546	4.64	2.986
26	2.20	.611	2.96	.479	3.78	2.637
27	2.15	.515	3.07	.444	4.72	2.861
28	2.68	.639	3.29	.491	3.53	2.928
29	2.47	.466	3.20	.507	4.61	3.150
30	2.35	.630	3.35	.428	5.49	3.164
31	2.87	.564	3.43	.433	3.56	2.426
32	3.04	.485	3.67	.365	4.20	2.792
33	2.53	.621	3.37	.462	4.80	2.442
34	2.14	.567	3.20	.454	5.60	2.788
35	2.29	.490	3.10	.478	4.38	2.382
36	2.57	.617	3.25	.446	3.74	2.594
37	2.46	.678	3.55	.376	6.39	3.789
38	2.23	.591	3.52	.370	7.21	3.110
39	2.22	.585	3.30	.495	5.85	3.361
40	2.51	.481	3.42	.428	5.37	2.941
41	2.56	.548	3.49	.354	5.49	3.018
42	2.87	.621	3.55	.419	4.20	3.626
43	2.40	.682	3.33	.468	5.07	3.384
44	2.66	.490	3.39	.396	4.43	2.891
45	2.89	.595	3.57	.377	4.42	3.078
46	2.46	.526	3.46	.461	5.92	2.933
47	2.15	.601	3.32	.449	6.22	3.342
48	2.56	.556	3.54	.343	5.77	2.707
49	2.49	.552	3.55	.357	6.26	3.435
50	2.74	.638	3.69	.284	5.76	3.408
51	2.40	.640	3.38	.377	5.39	2.915
52	2.46	.623	3.45	.435	5.66	3.458

Means and Standard Deviations of
Is and Should Be Dimensions, and Intensity Scores,
by Item for Other Certified Staff Responses from
all High Schools to Overall System Level
(Superintendent/Central Office)
n = 35

	Is Dimension		Should Be Dimension		Intensity Score	
Item #	Mean	S.D.	Mean	S.D.	Mean	S.D.
1	3.17	.521	3.77	.249	3.97	2.936
2	2.42	.632	3.55	.403	6.57	3.771
3	2.48	.559	3.50	.347	5.88	2.932
4	2.75	.572	3.60	.308	5.22	2.809
5	2.87	.638	3.86	.204	6.25	3.723
6	2.17	.542	3.49	.449	7.36	3.111
7	2.20	.623	3.31	.383	5.86	3.493
8	2.12	.467	3.30	.403	6.33	3.031
9	2.43	.551	3.42	.459	5.71	3.205
10	2.19	.465	3.48	.416	7.30	3.348
11	2.25	.662	3.40	.368	6.26	3.831
12	2.62	.685	3.68	.292	6.29	3.568
13	2.35	.449	3.32	.416	5.49	2.551
14	2.49	.626	3.51	.354	5.85	2.425
15	2.24	.714	3.28	.423	5.44	2.635
16	3.31	.393	3.53	.325	1.60	1.727
17	2.71	.525	3.67	.296	5.95	3.421
18	2.85	.645	3.51	.365	3.93	3.030
19	2.06	.494	3.15	.367	5.56	2.366
20	2.19	.522	3.38	.377	6.49	2.912
21	2.12	.510	3.21	.432	5.77	2.787
22	2.20	.521	3.01	.508	4.19	3.183
23	2.17	.471	3.00	.468	4.30	2.960
24	2.15	.451	3.04	.469	4.60	2.902
25	2.40	.585	3.36	.472	5.37	2.976
26	2.10	.522	2.96	.376	4.26	3.148
27	2.02	.497	3.01	.452	4.94	2.880
28	2.61	.532	3.26	.430	3.70	2.631
29	2.29	.564	3.36	.349	5.88	2.708
30	2.36	.566	3.33	.390	5.40	2.696
31	2.81	.555	3.34	.465	3.18	3.822
32	2.96	.526	3.63	.355	4.27	3.118
33	2.44	.588	3.39	.421	5.32	3.019
34	2.18	.540	3.19	.592	5.72	2.741
35	2.13	.450	3.18	.462	5.59	3.140
36	2.55	.583	3.31	.472	4.39	2.840
37	2.46	.616	3.49	.390	5.90	3.578
38	2.32	.618	3.50	.385	6.59	3.404
39	2.36	.559	3.30	.384	5.15	3.048
40	2.55	.528	3.51	.367	5.70	3.051
41	2.55	.535	3.55	.291	6.19	2.761
42	2.88	.618	3.62	.356	4.58	3.095
43	2.42	.658	3.44	.457	5.76	3.636
44	2.79	.631	3.52	.382	4.40	3.099
45	2.95	.669	3.61	.335	4.02	2.818
46	2.56	.589	3.51	.361	5.57	2.781
47	2.28	.598	3.47	.404	6.65	2.924
48	2.66	.661	2.58	.335	5.45	3.212
49	2.53	.599	3.58	.349	6.19	2.965
50	2.81	.601	3.64	.306	5.11	3.080
51	2.44	.625	3.37	.481	5.27	3.370
52	2.38	.584	3.51	.388	6.49	3.099

APPENDIX G

Practical Utility Study

MANN-WHITNEY U TESTS

HYPOTHESIS 1.1

RESPONDENT GROUP - Students

RESPONSE LEVEL - Principal and School Leadership Team

ORGANIZATIONAL PROCESS - Communication

RO	(8)	(3)	(4)	(5)	(2)	(1)	(9)	(6)	(7)
E Scores	-4.17	-5.05	-4.65	-4.59	-5.18	-5.30	-3.10	-4.41	-4.18
C Scores	-0.48	+1.57	-0.53	-0.35	+1.07	+0.10	-1.67	-1.27	+0.41
RO	(13)	(18)	(12)	(14)	(17)	(15)	(10)	(11)	(16)

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n_2 group

$U = 0$

Critical Value of U (alpha = .05, $n_1 = 9$; $n_2 = 9$) = 21

RESULT - Reject H_0 and accept H_1.

HYPOTHESIS 1.1

RESPONDENT GROUP - Students

RESPONSE LEVEL - Principal and School Leadership Team

ORGANIZATIONAL PROCESS - Control

RO	(5)	(1)	(8)	(6)	(7)	(3)	(9)	(4)	(2)
E Scores	-4.25	-4.92	-3.43	-4.20	-3.91	-4.70	-3.05	-4.36	-4.81
C Scores	-1.67	+2.45	-1.53	-1.36	-0.21	-0.81	-1.12	+0.69	+0.75
RO	(10)	(18)	(11)	(12)	(15)	(14)	(13)	(16)	(17)

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n_2 group

$U = 0$

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 = 9$) = 21

RESULT - Reject H_0 and accept H_1.

MANN-WHITNEY U TESTS

HYPOTHESIS 1.1

RESPONDENT GROUP - Students

RESPONSE LEVEL - Principal and School Leadership Team

ORGANIZATIONAL PROCESS - Decision-Making

RO	(5)	(4)	(8)	(1)	(3)	(2)	(6)	(7)	(9)
E Scores	-4.92	-4.98	-4.32	-5.47	-5.15	-5.33	-4.84	-4.34	-3.46
C Scores	-2.47	+0.54	-1.66	-1.80	-0.96	-1.39	-2.36	-0.38	+1.51
RO	(10)	(17)	(13)	(12)	(15)	(14)	(11)	(16)	(18)

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n group

$U = 0$

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 = 9$) = 21

RESULT - Reject H_0 and accept H_1.

HYPOTHESIS 1.1

RESPONDENT GROUP - Students

RESPONSE LEVEL - Principal and School Leadership Team

ORGANIZATIONAL PROCESS - Interaction Influence

RO	(9)	(5)	(3)	(2)	(6)	(1)	(16)	(7)	(4)
E Scores	-3.62	-4.97	-5.09	-5.42	-4.90	-5.47	-0.27	-4.33	-5.07
C Scores	-4.25	+1.26	-1.95	-2.08	-1.16	-1.77	-1.83	-0.80	-0.26
RO	(8)	(18)	(11)	(10)	(14)	(13)	(12)	(15)	(17)

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n_2 group.

$U = 8$

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 = 9$) = 21

RESULT - Reject H_0 and accept H_1.

MANN-WHITNEY U TESTS

HYPOTHESIS 1.1

RESPONDENT GROUP - Students

RESPONSE LEVEL - Principal and School Leadership Team

ORGANIZATIONAL PROCESS - Confidence and Trust in Leadership

RO	(6)	(5)	(3)	(2)	(8)	(1)	(14)	(4)	(7)
E Scores	-4.20	-4.21	-4.49	-5.09	-3.86	-6.00	-0.33	-4.24	-3.96
C Scores	-0.28	+1.56	-0.86	-1.66	-0.89	-0.23	-2.51	+1.56	+0.64
RO	(15)	(18)	(13)	(11)	(12)	(16)	(9)	(18)	(17)

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n_2 group

$U = 5$

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 = 9$) = 21

RESULT - Reject H_0 and accept H_1

MANN-WHITNEY U TESTS

HYPOTHESIS 1.2

RESPONDENT GROUP - Teachers

RESPONSE LEVEL - Principal and School Leadership Team

ORGANIZATIONAL PROCESS - Communication

RO	(2)	(10)	(3)	(9)	(5)	(7)	(1)	(4)	(6)
E Scores	-5.55	-2.21	-5.54	-2.92	-4.46	-3.52	-6.09	-5.47	-3.69
C Scores	+0.20	+0.92	+0.73	-1.67	+0.03	-1.52	-3.19	+0.20	--
RO	(15)	(17)	(16)	(11)	(13)	(12)	(8)	(14)	

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n_2 group

$U = 2$

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 = 8$) = 18

RESULT - Reject H_0 and accept H_1.

HYPOTHESIS 1.2

RESPONDENT GROUP - Teachers

RESPONSE LEVEL - Principal and School Leadership Team

ORGANIZATIONAL PROCESS - Control

RO	(2)	(7)	(5)	(1)	(4)	(6)	(10)	(3)	(8)
E Scores	-6.55	-2.99	-4.58	-6.90	-5.86	-4.30	-2.00	-6.24	-2.87
C Scores	-0.52	+1.22	0.00	-1.28	+1.37	-2.79	-1.43	+0.84	--
RO	(13)	(16)	(14)	(12)	(17)	(9)	(11)	(15)	

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n_2 group

$U = 1$

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 = 8$) = 18

RESULT - Reject H_0 and accept H_1.

MANN-WHITNEY U TESTS

HYPOTHESIS 1.2

RESPONDENT GROUP - Teachers

RESPONSE LEVEL - Principal and School Leadership Team

ORGANIZATIONAL PROCESS - Decision-Making

RO	(1)	(9)	(6)	(2)	(4)	(7)	(5)	(3)	(8)
E Scores	-6.92	-2.77	-4.77	-6.61	-5.77	-4.50	-4.95	-6.27	-3.36
C Scores	+0.33	+1.18	-0.12	-2.31	+1.93	-1.77	-1.99	+0.27	--
RO	(15)	(16)	(13)	(10)	(17)	(12)	(11)	(14)	

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n_2 group

$U = 0$

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 = 8$) = 18

RESULT - Reject H_0 and accept H_1.

HYPOTHESIS 1.2

RESPONDENT GROUP - Teachers

RESPONSE LEVEL - Principal and School Leadership Team

ORGANIZATIONAL PROCESS - Interaction Influence

RO	(1)	(7)	(6)	(2)	(4)	(3)	(9)	(5)	(8)
E Scores	-6.73	-3.99	-4.94	-6.34	-5.22	-5.71	-2.59	-5.20	-3.29
C Scores	-0.43	+1.95	-0.16	-1.66	-0.36	-1.90	-1.57	+0.14	--
RO	(13)	(17)	(15)	(11)	(14)	(10)	(12)	(16)	

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E.Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n_2 group

$U = 0$

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 = 8$) = 18

RESULT - Reject H_0 and accept H_1.

MANN-WHITNEY U TESTS

HYPOTHESIS 1.2

RESPONDENT GROUP - Teachers

RESPONSE LEVEL - Principal and School Leadership Team

ORGANIZATIONAL PROCESS - Confidence and Trust in Leadership

RO	(1)	(6)	(5)	(2)	(4)	(8)	(13)	(3)	(10)
E Scores	-7.92	-4.45	-4.63	-6.66	-5.32	-2.76	-1.29	-6.29	-1.77
C Scores	-0.80	+1.79	+0.49	-2.88	-2.02	-1.32	-1.71	+0.24	--
	(14)	(17)	(16)	(7)	(9)	(12)	(11)	(15)	

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n_2 group

$U = 7$

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 = 8$) = 18

RESULT - Reject H_0 and accept H_1.

MANN-WHITNEY U TESTS

HYPOTHESIS 1.3

RESPONDENT GROUP - Students

RESPONSE LEVEL - Language Arts Teachers

ORGANIZATIONAL PROCESS - Communication

RO	(10)	(8)	(2)	(5)	(6)	(1)	(15)	(4)	(3)
E Scores	-3.63	-4.29	-6.37	-4.64	-4.59	-6.70	-0.72	-4.82	-5.54
C Scores	-1.56	-1.71	-3.98	+0.10	-1.79	-0.32	-3.36	-4.35	+1.20
RO	(14)	(13)	(9)	(17)	(12)	(16)	(11)	(7)	(18)

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n_2 group

$U = 9$

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 = 9$) = 21

RESULT - Reject H_0 and accept H_1.

HYPOTHESIS 1.3

RESPONDENT GROUP - Students

RESPONSE LEVEL - Language Arts Teachers

ORGANIZATIONAL PROCESS - Control

RO	(9)	(8)	(6)	(1)	(3)	(5)	(17)	(7)	(4)
E Scores	-3.79	-3.86	-5.18	-7.54	-5.86	-5.22	+1.15	-4.10	-5.57
C Scores	-0.73	+0.05	-6.12	-0.95	-1.57	-0.52	+0.74	-2.79	+2.32
RO	(13)	(15)	(2)	(12)	(11)	(14)	(16)	(10)	(18)

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n_2 group

$U = 15$

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 = 9$) = 21

RESULT - Reject H_0 and accept H_1.

MANN-WHITNEY U TESTS

HYPOTHESIS 1.3

RESPONDENT GROUP - Students

RESPONSE LEVEL - Language Arts Teachers

ORGANIZATIONAL PROCESS - Decision-Making

RO	(8)	(11)	(3)	(12)	(2)	(1)	(10)	(7)	(4)
E Scores	-4.49	-3.85	-5.89	-2.57	-6.79	-6.90	-4.10	-4.86	-5.19
C Scores	-1.67	-2.42	-4.99	-0.71	-4.15	-1.95	-0.46	-5.02	-0.15
RO	(15)	(13)	(6)	(16)	(9)	(14)	(17)	(5)	(18)

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n_2 group

$U = 13$

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 = 9$) = 21

RESULT - Reject H_0 and accept H_1.

HYPOTHESIS 1.3

RESPONDENT GROUP - Students

RESPONSE LEVEL - Language Arts Teachers

ORGANIZATIONAL PROCESS - Interaction Influence

RO	(5)	(8)	(2)	(17)	(1)	(3)	(9)	(6)	(4)
E Scores	-5.38	-4.22	-6.04	-0.98	-7.02	-5.73	-4.04	-4.84	-5.44
C Scores	-2.63	-1.14	-4.62	-1.06	-2.25	-3.48	-1.49	-2.15	+1.65
	(11)	(15)	(7)	(16)	(12)	(10)	(14)	(13)	(18)

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n_2 group

$U = 10$

Critical Value of U (alpha = .05 ,$n_1 = 9$, $n_2 = 9$) = 21

RESULT - Reject H_0 and accept H_1.

MANN-WHITNEY U TESTS

HYPOTHESIS 1.3

RESPONDENT GROUP - Students

RESPONSE LEVEL - Language Arts Teachers

ORGANIZATIONAL PROCESS - Confidence and Trust in Leadership

RO	(9)	(7)	(4)	(8)	(1)	(3)	(16)	(2)	(5)
E Scores	-4.01	-5.31	-6.05	-4.23	-7.14	-6.27	-0.31	-6.53	-6.02
C Scores	-1.58	+0.48	-5.36	-1.37	-1.90	-2.02	-0.01	-2.07	-1.15
RO	(13)	(18)	(6)	(14)	(12)	(11)	(17)	(10)	(15)

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n_2 group

$U = 10$

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 = 9$) = 21

RESULT - Reject H_0 and accept H_1.

HYPOTHESIS 1.3

RESPONDENT GROUP - Students

RESPONSE LEVEL - Social Studies Teachers

ORGANIZATIONAL PROCESS - Communication

RO	(1)	(13)	(2)	(7)	(4)	(3)	(9)	(5)	(6)
E Scores	-6.48	-1.84	-6.38	-3.61	-5.74	-5.97	-3.11	-4.60	-4.51
C Scores	-0.46	-2.36	-2.45	-0.07	-2.55	+1.31	+1.73	-3.14	-1.36
RO	(15)	(12)	(11)	(16)	(10)	(17)	(18)	(8)	(14)

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 - sum of the ranks assigned to the n_2 group

$U = 5$

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 = 9$) = 21

RESULT - Reject H_0 and accept H_1.

MANN-WHITNEY U TESTS

HYPOTHESIS 1.3

RESPONDENT GROUP - Students

RESPONSE LEVEL - Social Studies Teachers

ORGANIZATIONAL PROCESS - Control

RO	(5)	(2)	(3)	(8)	(1)	(7)	(17)	(10)	(4)
E Scores	-4.93	-5.52	-5.74	-3.79	-7.91	-3.97	+1.50	-2.77	-5.22
C Scores	+0.04	-2.43	-2.69	-0.47	-4.61	+1.98	-3.34	+1.03	-1.75
RO	(15)	(12)	(11)	(14)	(6)	(18)	(9)	(16)	(13)

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n_2 group

$U = 12$

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 = 9$) = 21

RESULT - Reject H_0 and accept H_1.

HYPOTHESIS 1.3

RESPONDENT GROUP - Students

RESPONSE LEVEL - Social Studies Teachers

ORGANIZATIONAL PROCESS - Decision-Making

RO	(5)	(8)	(2)	(1)	(3)	(7)	(13)	(6)	(4)
E Scores	-4.17	-3.43	-5.42	-5.76	-4.43	-4.02	-1.68	-4.08	-4.23
C Scores	-0.79	-1.06	-1.49	-2.76	-2.64	+2.76	-2.40	-2.55	-0.20
RO	(16)	(15)	(14)	(9)	(10)	(18)	(12)	(11)	(17)

$$U = n_1 n_2 = \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n_2 group

$U = 4$

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 = 9$) = 21

RESULT - Reject H_0 and accept H_1.

MANN-WHITNEY U TESTS

HYPOTHESIS 1.3

RESPONDENT GROUP - Students

RESPONSE LEVEL - Social Studies Teachers

ORGANIZATIONAL PROCESS - Interaction Influence

RO	(2)	(13)	(4)	(7)	(1)	(3)	(14)	(8)	(5)
E Scores	-6.12	-1.31	-4.84	-3.23	-7.01	-5.97	-1.02	-3.20	-4.51
C Scores	+0.63	-0.26	-3.56	-2.01	-1.98	-0.49	-1.73	-1.89	+0.72
RO	(17)	(16)	(6)	(9)	(10)	(15)	(12)	(11)	(18)

$$U = n_1 n_2 = \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n_2 group

$U = 12$

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 = 9$) = 21

RESULT - Reject H_0 and accept H_1.

HYPOTHESIS 1.3

RESPONDENT GROUP - Students

RESPONSE LEVEL - Social Studies Teachers

ORGANIZATIONAL PROCESS - Confidence and Trust in Leadership

RO	(9)	(10)	(1)	(12)	(2)	(3)	(4)	(6)	(5)
E Scores	-2.74	-2.37	-6.00	-1.20	-5.49	-5.13	-5.05	-4.61	-4.63
C Scores	-0.84	-1.11	-1.02	-1.21	-3.80	+3.38	-0.98	-3.42	-0.81
RO	(16)	(13)	(14)	(11)	(7)	(18)	(15)	(8)	(17)

$$U = N_1 n_2 + \frac{n_2 (n_2 +1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 - sum of the ranks assigned to the n_2 group

$U = 7$

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 = 9$) = 21

RESULT - Reject H_0 and accept H_1.

MANN-WHITNEY U TESTS

HYPOTHESIS 1.3

RESPONDENT GROUP - Students

RESPONSE LEVEL - Science Teachers

ORGANIZATIONAL PROCESS - Communication

RO	(5)	(10)	(2)	(7)	(4)	(1)	(9)	(8)	(6)
E Scores	-5.05	-0.93	-6.77	-4.23	-5.49	-8.32	-2.45	-3.61	-4.78
C Scores	-5.81	-0.88	--	+1.50	+0.67	--	+2.00	+2.36	+0.83
RO	(3)	(11)		(14)	(12)		(15)	(16)	(13)

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n_2 group

$U = 7$

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 - 7$) = 15

RESULT - Reject H_0 and accept H_1.

HYPOTHESIS 1.3

RESPONDENT GROUP - Students

RESPONSE LEVEL - Science Teachers

ORGANIZATIONAL PROCESS - Control

RO	(1)	(3)	(6)	(11)	(9)	(2)	(16)	(7)	(5)
E Scores	-5.34	-4.79	-4.14	-1.97	-3.01	-5.33	+1.48	-3.39	-4.42
C Scores	-4.78	-2.24	--	+1.06	-3.15	--	+1.22	-1.46	-1.66
RO	(4)	(10)		(14)	(8)		(15)	(13)	(12)

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n_2 group

$U = 15$

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 = 7$) = 15

RESULT - Reject H_0 and accept H_1.

MANN-WHITNEY U TESTS

HYPOTHESIS 1.3

RESPONDENT GROUP - Students

RESPONSE LEVEL - Science Teachers

ORGANIZATIONAL PROCESS - Decision-Making

RO	(4)	(9)	(2)	(8)	(1)	(3)	(14)	(6)	(5)
E Scores	-5.94	-1.39	-6.55	-1.76	-7.39	-6.04	+1.50	-4.45	-4.80
C Scores	+1.95	-1.83	--	+0.37	+3.33	--	+0.33	-0.66	-0.03
RO	(15)	(7)		(13)	(16)		(12)	(10)	(11)

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n_2 group

$U = 7$

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 = 7$) = 15

RESULT = Reject H_0 and accept H_1.

HYPOTHESIS 1.3

RESPONDENT GROUP - Students

RESPONSE LEVEL - Science Teachers

ORGANIZATIONAL PROCESS - Interaction Influence

RO	(4)	(8)	(2)	(6)	(3)	(1)	(16)	(7)	(5)
E Scores	-5.57	-2.59	-6.84	-4.48	-6.84	-7.08	+3.22	-3.14	-5.09
C Scores	-1.10	-2.11	--	+1.97	+0.13	--	-0.34	-0.29	-0.84
RO	(10)	(9)		(15)	(14)		(12)	(13)	(11)

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n_2 group

$U = 7$

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 = 7$) = 15

RESULT - Reject H_0 and accept H_1.

MANN-WHITNEY U TESTS

HYPOTHESIS 1.3

RESPONDENT GROUP - Students

RESPONSE LEVEL - Science Teachers

ORGANIZATIONAL PROCESS - Confidence and Trust in Leadership

RO	(3)	(5)	(1)	(10)	(4)	(2)	(15)	(7)	(6)
E Scores	-6.68	-4.27	-8.00	-0.99	-5.89	-7.52	+1.26	-3.20	-3.77
C Scores	-2.31	-0.84	--	+1.39	-2.66	--	-0.31	-0.57	-0.60
RO	(9)	(11)		(16)	(8)		(14)	(13)	(12)

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n_2 group

$U = 8$

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 = 7$) = 15

RESULT - Reject H_0 and accept H_1.

HYPOTHESIS 1.3

RESPONDENT GROUP - Students

RESPONSE LEVEL - Mathematics Teachers

ORGANIZATIONAL PROCESS - Communication

RO	(2)	(5)	(4)	(8)	(1)	(3)	(14)	(7)	(6)
E Scores	-6.04	-4.90	-5.20	-3.42	-6.48	-5.22	+0.46	-3.51	-4.06
C Scores	+1.41	-2.96	-0.24	-2.10	+2.10	--	-1.98	-0.39	+1.52
RO	(15)	(9)	(12)	(13)	(17)		(10)	(10)	(16)

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n_2 group

$U = 5$

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 = 8$) = 18

RESULT - Reject H_0 and accept H_1.

MANN-WHITNEY U TESTS

HYPOTHESIS 1.3

RESPONDENT GROUP - Students

RESPONSE LEVEL - Mathematics Teachers

ORGANIZATIONAL PROCESS - Control

RO	(1)	(9)	(8)	(4)	(3)	(2)	(17)	(7)	(5)
E Scores	-6.63	-1.76	-2.83	-4.77	-5.61	-5.77	+0.38	-3.82	-4.45
C Scores	-4.10	-0.32	-1.14	-0.68	-0.59	--	-0.29	-0.02	+0.20
RO	(6)	(13)	(10)	(11)	(12)		(14)	(15)	(16)

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n_2 group

U = 11

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 = 8$) = 18

RESULT - Reject H_0 and accept H_1.

HYPOTHESIS 1.3

RESPONDENT GROUP - Students

RESPONSE LEVEL - Mathematics Teachers

ORGANIZATIONAL PROCESS - Decision-Making

RO	(2)	(5)	(3)	(8)	(1)	(4)	(10)	(7)	(6)
E Scores	-6.54	-4.27	-5.27	-3.40	-8.14	-4.32	-1.97	-3.77	-4.08
C Scores	-1.95	-1.35	-1.39	-1.10	-0.69	--	-1.76	-2.18	-0.34
RO	(11)	(14)	(13)	(15)	(16)		(12)	(9)	(17)

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n = number of E Scores
n = number of C Scores
R = sum of the ranks assigned to the n_2 group

U = 1

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 = 8$) = 18

RESULT - Reject H_0 and accept H_1.

MANN-WHITNEY U TESTS

HYPOTHESIS 1.3

RESPONDENT GROUP - Students

RESPONSE LEVEL - Mathematics Teachers

ORGANIZATIONAL PROCESS - Interaction Influence

RO	(3)	(12)	(2)	(6)	(1)	(4)	(17)	(7)	(5)
E Scores	-5.86	-0.78	-6.12	-3.31	-6.72	-5.77	+0.31	-3.14	-3.93
C Scores	-1.46	-1.24	-2.56	-0.15	-2.34	--	-0.73	-0.72	-0.15
RO	(10)	(11)	(8)	(15)	(9)		(13)	(14)	(16)

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n_2 group

U = 12

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 = 8$) = 18

RESULT - Reject H_0 and accept H_1.

HYPOTHESIS 1.3

RESPONDENT GROUP - Students

RESPONSE LEVEL - Mathematics Teachers

ORGANIZATIONAL PROCESS - Confidence and Trust in Leadership

RO	(2)	(6)	(5)	(3)	(1)	(4)	(12)	(7)	(8)
E Scores	-6.79	-4.87	-5.18	-5.83	-7.68	-5.45	-0.44	-4.12	-3.92
C Scores	-0.52	-0.18	-0.71	+0.79	-0.09	--	-1.94	+1.01	+9.06
RO	(11)	(13)	(10)	(15)	(14)		(9)	(17)	(16)

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n_2 group

U = 3

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 = 8$) = 18

RESULT - Reject H_0 and accept H_1.

MANN-WHITNEY U TESTS

HYPOTHESIS 2.1

RESPONDENT GROUP - Students

RESPONSE LEVEL - Principal and School Leadership Team

ORGANIZATIONAL PROCESS - Across All Survey Items

RO	(11)	(1)	(15)	(5)	(9)	(17)	(14)	(4)	(8)
E Scores	+0.13	-0.93	+0.65	-0.06	+0.11	+0.97	+0.59	-0.09	+0.11
C Scores	+0.07	+1.76	+0.12	-0.34	+0.44	+0.10	-0.53	+0.26	+0.94
RO	(6)	(18)	(10)	(3)	(13)	(7)	(2)	(12)	(16)

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of ranks assigned to the n_2 group

$U = 39$

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 = 9$) = 21

RESULT - Accept H_0.

HYPOTHESIS 2.1

RESPONDENT GROUP - Teachers

RESPONSE LEVEL - Principal and School Leadership Team

ORGANIZATIONAL PROCESS - Across All Survey Items

RO	(3)	(12)	(8)	(1)	(4)	(7)	(15)	(6)	(14)
E Scores	-0.93	+0.68	-0.20	-1.56	-0.88	-0.23	+0.79	-0.30	+0.79
C Scores	+0.65	+1.74	+0.69	-0.69	+1.60	-1.23	-0.18	+0.58	--
RO	(11)	(17)	(13)	(5)	(16)	(2)	(9)	(10)	

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n_2 group

$U = 25$

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 = 8$) = 18

RESULT - Accept H_0.

MANN-WHITNEY U TESTS

HYPOTHESIS 2.1

RESPONDENT GROUP - Students

RESPONSE LEVEL - Language Arts Teachers

ORGANIZATIONAL PROCESS - Across All Survey Items

RO	(12)	(3)	(4)	(8)	(11)	(7)	(16)	(9)	(5)
E Scores	-0.14	-0.89	-0.53	-0.28	-0.14	-0.30	+0.75	-0.19	-0.51
C Scores	+0.65	+0.73	-2.72	+0.86	-0.37	-0.16	+0.61	-2.16	+2.09
RO	(14)	(15)	(1)	(17)	(6)	(10)	(13)	(2)	(18)

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n_2 group

$U = 30$

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 = 9$) = 21

RESULT - Accept H_0.

HYPOTHESIS 2.1

RESPONDENT GROUP - Students

RESPONSE LEVEL - Social Studies Teachers

ORGANIZATIONAL PROCESS - Across All Survey Items

RO	(16)	(2.5)	(6)	(7)	(9)	(5)	(13.5)	(8)	(12)
E Scores	+0.73	-0.43	-0.17	-0.10	-0.04	-0.39	+0.52	-0.09	+0.36
C Scores	+0.93	+0.52	+0.16	-0.43	-1.33	+2.42	+0.62	-0.41	+0.24
RO	(17)	(13.5)	(10)	(2.5)	(1)	(18)	(15)	(4)	(11)

$$U = n_1 n_2 = \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n_2 group

$U = 34$

Critical Value of U (alpha = .05, $n_1 = 9$, $n_2 = 9$) = 21

RESULT - Accept H_0.

MANN-WHITNEY U TESTS

HYPOTHESIS 2.1

RESPONDENT GROUP - Students

RESPONSE LEVEL - Science Teachers

ORGANIZATIONAL PROCESS - Across All Survey Items

RO	(5)	(2)	(4)	(11)	(3)	(1)	(13)	(9)	(8)
E Scores	-0.47	-0.74	-0.54	+1.12	-0.60	-1.30	+1.37	+0.14	+0.01
C Scores	-0.31	-0.04	--	+2.90	+1.13	--	+1.89	+1.46	+0.35
RO	(6)	(7)		(16)	(12)		(15)	(14)	(10)

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n_2 group

U = 11

Critical Value of U (alpha = .05, n_1 = 9, n_2 = 7) = 15

RESULT - Reject H_0 and accept H_1.

HYPOTHESIS 2.1

RESPONDENT GROUP - Students

RESPONSE LEVEL - Mathematics Teachers

ORGANIZATIONAL PROCESS - Across All Survey Items

RO	(3)	(2)	(14)	(13)	(6)	(5)	(11)	(4)	(1)
E Scores	-0.58	-0.67	+1.11	-1.00	+0.12	-0.15	+0.76	-0.24	+1.00
C Scores	+1.14	+0.47	+0.30	+1.46	+1.23	--	+0.75	+0.62	+0.78
RO	(15)	(8)	(7)	(17)	(16)		(10)	(9)	(12)

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

n_1 = number of E Scores
n_2 = number of C Scores
R_2 = sum of the ranks assigned to the n_2 group

U = 14

Critical Value of U (alpha = .05, n_1 = 9, n_2 = 8) = 18

RESULT - Reject H_0 and accept H_1.

APPENDIX H

Report Sample

DSLI

DIAGNOSTIC
SURVEY
for
LEADERSHIP
IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-082	06/10/76	OVERALL SCHOOL
SCHOOL NAME		**SYSTEM NAME**
ALL MIDDLE SCHOOLS		SUMMARY OF ALL SCHOOLS IN SURVEY.

PAGE 1.01

IS									SHOULD BE										INTENSITY SCORE
			FREQUENCY								FREQUENCY								
STANDARD DEVIATION	MEAN	UNITS	?	1 AN	2 S	3 O	4 AA	INFORMATION ABOUT SUBGROUPS	N	%	?	5 AN	6 S	7 O	8 AA	UNITS	MEAN	STANDARD DEVIATION	XXXXX
		RACE %									SUBJECT AREA OR DEPARTMENT (%)								
UNITS	B	W	O	AI	PR	MA	C		N	%	LA	SS	SCI	MA	PE	IA	VOC	FA	UNITS
	15	76	1	1		1		TOTAL	9834	100	22	21	19	20	4	2	3	3	4
	16	77	1	1		1		1 STUDENTS	7493	76	24	23	21	22	3	2	3	2	
	12	85						2 TEACHERS	1813	18	24	14	12	17	8	7	4	8	6
	6	87	1					3 DEPARTMENT HEADS	250	3									100
	15	83						4 OTHER CERTIFIED STAFF	231	2									100
	25	72		2		2		5 NON CERTIFIED STAFF	47										100
	STAFF EXPERIENCE(%)											STAFF AGE (%)						SEX (%)	
	UNITS	UNDER 5	5 TO 9	10 TO 19	20 +				N	%	UNDER 20	20 TO 29	30 TO 39	40 TO 49	50 TO 59	60 +	UNITS	M F	UNITS
	9	28	25	25	13			TOTAL	9834	100		34	26	16	12	3	7	45 50	3
								1 STUDENTS	7493	76								47 49	4
	5	33	27	24	12			2 TEACHERS	1813	18		40	26	17	11	3	3	39 58	4
	40	7	15	25	13			3 DEPARTMENT HEADS	250	3		11	22	15	10	2	40	36 24	38
	6	8	24	34	25			4 OTHER CERTIFIED STAFF	231	2		12	29	30	21	3	5	45 48	7
			GRADE (%)										STUDENT AGE (%)						
5	6	7	8	9	10	11	12				10	11	12	13	14	15	16	17	UNITS
		57	5	34				STUDENTS					34	29	21	19	2		4

RACE: B-BLACK, W-WHITE, O-ORIENTAL, AI-AMERICAN INDIAN, PR-PUERTO RICAN, MA-MEXICAN AMERICAN, C-CUBAN

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0034-002	06/10/76	OVERALL SCHOOL

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 1.02

IS								ALL ITEMS TOTAL GROUP	SHOULD BE											INTENSITY SCORE
STANDARD DEVIATION	MEANS	OMITS	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMITS	MEANS	STANDARD DEVIATION	
1.01	2.24	16	10	20	28	15	11	TOTAL	9834	100	7	4	15	25	33	14	3.16	.90	4.06
1.03	2.35	29	10	15	24	14	12	1 BLACK	1481	15	7	5	15	20	27	25	3.02	.97	3.89
1.01	2.22	14	10	21	28	14	13	2 WHITE	8142	82	7	4	15	26	34	14	3.16	.89	3.08
.94	2.19	11	17	19	36	14	10	3 ORIENTAL	52		6	5	20	22	32	12	3.02	.95	4.38
1.07	2.17	14	14	23	23	12	12	4 AMERICAN INDIAN	64		16	7	14	18	30	14	3.09	1.01	4.08
1.06	2.01	14	15	28	24	7	11	5 PUERTO RICAN	17		14	11	10	16	25	15	2.96	1.07	3.79
.99	2.09	10	13	25	26	15	9	6 MEXICAN AMERICAN	50		9	6	15	26	30	11	2.99	.93	4.87
.99	2.17	27	7	21	21	16	7	7 CUBAN	28		6	3	11	21	31	28	3.21	.88	5.99
1.00	2.16	16	13	23	27	12	9	STUDENTS	7493	76	9	5	17	25	30	14	3.03	.95	4.78
1.03	2.29	28	11	16	23	11	10	1 BLACK	1203	14	8	6	17	17	26	28	2.91	1.01	3.40
.99	2.07	14	13	25	27	13	9	2 WHITE	6098	81	9	5	17	26	31	14	3.05	.93	5.01
1.01	2.12	14	13	23	27	13	10	3 OTHER	192	2	9	7	17	22	31	19	3.00	.99	4.44
.95	2.67	9	3	11	33	25	16	TEACHERS	1813	18	1	1	8	32	47	11	3.40	.66	5.22
.97	2.64	10	4	10	31	24	21	1 BLACK	222	12	1	1	10	32	44	12	3.37	.73	4.30
.95	2.56	9	3	11	33	26	16	2 WHITE	1577	86	1		8	32	40	10	3.45	.67	3.94
.86	2.28	24	7	15	31	17	5	3 OTHER	14		2	2	5	19	42	29	3.47	.78	7.00
.96	2.82	34	1	4	29	21	17	DEPARTMENT HEADS	250	2			4	22	34	40	3.67	.62	4.01
.82	2.95	4	1	2	29	37	27	1 BLACK	14	5			2	30	60	6	3.58	.60	4.22
.90	2.83	40	1	4	19	29	16	2 WHITE	234	93			4	23	30	41	3.66	.62	3.96
1.05	2.04	2		40	25	21	12	3 OTHER	2				50	22	22	36	3.01	.62	3.02
.89	2.84	35	1	3	21	22	16	OTHER CERTIFIED STAFF	231	2	2		4	25	34	36	3.44	.63	3.00
.87	2.69	34	1	4	24	22	12	1 BLACK	31	13	2		4	25	30	39	3.42	.64	4.32
.89	2.87	35	1	3	28	22	16	2 WHITE	199	86			4	25	34	36	3.44	.63	3.23
.86	2.86		2	[illegible]	31	37	27	3 OTHER	1					25	60	2	3.28	.44	3.44
1.02	2.88	4	13	9	26	21	29	NON CERTIFIED STAFF	47		9	1	36	34	46	10	3.36	.86	3.88
.97	2.98	1	17	9	34	26	38	1 BLACK	11	22	6	2	67	16	47	14	3.02	.87	3.08
1.04	2.77	6	9	11	24	21	28	2 WHITE	34	72	6	1	33	36	46	10	3.36	.76	3.61
.50	2.36		[illegible]	[illegible]	36	20	[illegible]	3 OTHER	2	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]		[illegible]	.67	[illegible]

DIAGNOSTIC
SURVEY
for
LEADERSHIP
IMPROVEMENT

[illegible]	[illegible]	LEVEL
0026-002	06/10/76	OVERALL SCHOOL
SCHOOL NAME		SYSTEM NAME
ALL MIDDLE SCHOOLS		SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 1-88

IS								ITEMS 01 02 03 04 05 06	SHOULD BE										[illegible]
STANDARD DEVIATION	MEAN	OMITS	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	[illegible]
								01 YOUR LEADERS HAVE FAITH AND TRUST IN YOU											
1.01	2.40	12	22	12	25	15	13	1 STUDENTS	7493	76	6	2	14	36	40	12	[illegible]	.82	[illegible]
.84	2.8[illegible]	9	5	3	15	29	39	2 TEACHERS	1813	18			3	29	66	12	[illegible]	.51	[illegible]
.72	3.40	37	1		6	16	36	3 DEPARTMENT HEADS	250	3			3	6	[illegible]	46	[illegible]	.46	[illegible]
.74	3.42	35	2	1	7	28	35	4 OTHER CERTIFIED STAFF	231	2				15	65	36	[illegible]	.42	[illegible]
.72	3.00	4	15	2	4	22	55	5 NON CERTIFIED STAFF	47				2	22	66	9	[illegible]	.50	[illegible]
								02 TEAMWORK IS USED TO IMPROVE THINGS											
.96	2.80	12	15	16	29	16	12	1 STUDENTS	7493	76	6	3	14	25	50	12	[illegible]	.84	[illegible]
.91	2.53	9	2	11	35	27	15	2 TEACHERS	1813	16	5		7	30	46	12	[illegible]	.64	[illegible]
.85	2.60	36		4	16	26	16	3 DEPARTMENT HEADS	250	3	7		6	25	38	46	[illegible]	.57	[illegible]
.80	2.75	35		2	25	27	12	4 OTHER CERTIFIED STAFF	231	2			3	25	38	37	[illegible]	.62	[illegible]
.91	2.60	9	4	4	34	21	28	5 NON CERTIFIED STAFF	47		7		11	20	62	9	[illegible]	.76	[illegible]
								03 YOU OR YOUR PEERS CAN TAKE PART IN IMPROVING THINGS											
.97	2.30	14	13	19	30	15	16	1 STUDENTS	7493	76	7	3	14	28	38	14	[illegible]	.86	[illegible]
.93	2.60	9	1	7	36	27	16	2 TEACHERS	1813	16	4		5	34	60	11	[illegible]	.62	[illegible]
.89	2.60	36		5	16	24	17	3 DEPARTMENT HEADS	250	3			2	24	36	46	[illegible]	.56	[illegible]
.85	2.80	35		2	22	23	17	4 OTHER CERTIFIED STAFF	231	2	8		2	25	30	34	[illegible]	.64	[illegible]
.91	2.70	4	6	9	22	36	19	5 NON CERTIFIED STAFF	47		2		13	13	60	9	3.34	.72	[illegible]
								04 YOUR LEADERS WORK WITH YOU IN SUCH A WAY THAT YOU LIKE TO DO WHAT THEY EXPECT											
1.00	2.19	13	12	21	30	14	12	1 STUDENTS	7493	76	7	4	14	36	30	14	[illegible]	.89	[illegible]
.96	2.75	9		9	26	29	25	2 TEACHERS	1813	16			5	27	58	12	[illegible]	.56	[illegible]
.98	3.12	36		3	12	20	26	3 DEPARTMENT HEADS	250	3			4	18	48	35	[illegible]	.61	[illegible]
.87	3.00	35		3	15	28	25	4 OTHER CERTIFIED STAFF	231	2			2	20	48	34	[illegible]	.54	[illegible]
.82	3.48	4	2	2	13	23	55	5 NON CERTIFIED STAFF	47		2		2	13	73	6	3.60	.65	[illegible]
								05 YOU HAVE FAITH AND TRUST IN YOUR LEADERS											
1.06	2.62	12	7	14	27	16	25	1 STUDENTS	7493	76	6	4	10	19	60	12	[illegible]	.87	[illegible]
.95	2.96	9	1	6	24	27	33	2 TEACHERS	1813	16			1	17	72	12	3.78	.46	[illegible]
.87	3.20	36		1	16	16	30	3 DEPARTMENT HEADS	250	3			2	7	55	35	[illegible]	.44	[illegible]
.86	3.30	35		2	13	19	30	4 OTHER CERTIFIED STAFF	231	2			1	12	55	37	3.77	.47	[illegible]
.85	3.37	4	4	2	15	21	58	5 NON CERTIFIED STAFF	47				2	17	66	12	3.74	.49	[illegible]
								06 YOUR LEADERS USE WHAT THEY KNOW ABOUT HOW YOU ARE DOING TO HELP YOU IMPROVE											
1.04	2.37	12	16	17	28	17	13	1 STUDENTS	7493	76	10	4	15	28	30	12	[illegible]	.88	[illegible]
1.00	2.42	9	4	16	31	23	15	2 TEACHERS	1813	18	2	1	1	31	45	12	[illegible]	.67	[illegible]
.99	2.72	37	2	7	19	16	14	3 DEPARTMENT HEADS	250	3			2	22	30	46	[illegible]	.60	[illegible]
.99	2.64	35	2	9	19	21	14	4 OTHER CERTIFIED STAFF	231	2			6	22	36	38	[illegible]	.61	[illegible]
1.07	2.79	4	15	13	17	24	24	5 NON CERTIFIED STAFF	47		6	2	6	16	71	12	[illegible]	.71	[illegible]

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DIAGNOSTIC
SURVEY
for
LEADERSHIP
IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	OVERALL SCHOOL

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 1-06

IS									SHOULD BE										INTENSITY SCORE
			FREQUENCY								FREQUENCY								
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 07 08 09 10 11 12	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	XXXXX XXXXX
								07 DECISIONS ARE MADE THROUGH TEAMWORK											
1.00	2.18	13	14	23	27	13	9	1 STUDENTS	7493	76	6	4	16	26	31	12	3.44	.89	5.63
.96	2.33	9	2	17	37	25	16	2 TEACHERS	1813	18		1	9	38	41	11	3.34	.69	5.37
.93	2.72	37		6	19	22	14	3 DEPARTMENT HEADS	250	3			4	27	30	40	3.42	.62	4.29
.91	2.68	35	1	4	26	18	15	4 OTHER CERTIFIED STAFF	231	2			4	28	31	34	3.41	.65	4.44
.86	2.89	2	11	4	26	34	21	5 NON CERTIFIED STAFF	47		6		9	32	40	12	3.39	.68	3.40
								08 YOUR LEADERS DISCUSS WITH YOU OR YOUR PEERS WAYS TO IMPROVE THINGS.											
1.04	2.13	13	10	26	25	14	11	1 STUDENTS	7493	76	6	4	16	27	34	13	3.44	.86	5.38
.94	2.44	9	1	13	36	24	15	2 TEACHERS	1813	18			7	38	44	11	3.42	.64	5.61
.87	2.98	37		3	17	25	18	3 DEPARTMENT HEADS	250	3			3	32	34	40	3.51	.62	2.91
.93	2.74	35		6	20	23	16	4 OTHER CERTIFIED STAFF	231	2			3	27	34	34	3.46	.61	4.60
1.01	2.92	4	13	6	26	19	32	5 NON CERTIFIED STAFF	47		6		11	21	51	11	3.46	.72	2.84
								09 YOUR LEADERS TREAT YOU IN WAYS WHICH MAKE YOU FEEL IMPORTANT											
.94	1.94	11	11	31	26	11	6	1 STUDENTS	7493	76	7	4	26	26	33	12	3.44	.90	5.47
1.01	2.86	9	1	15	31	25	19	2 TEACHERS	1813	18	5		7	32	49	11	3.46	.66	5.32
.98	2.98	30		6	14	21	21	3 DEPARTMENT HEADS	250	3			6	21	34	40	3.46	.69	3.40
.94	2.86	35		5	16	23	19	4 OTHER CERTIFIED STAFF	231	2			6	28	38	34	3.41	.61	3.00
1.02	3.07	4	9	6	21	19	40	5 NON CERTIFIED STAFF	47		4		12	17	59	12	3.54	.75	2.83
								10 YOU OR YOUR PEERS TAKE A PART IN MAKING DECISIONS WHICH AFFECT YOU											
.96	2.02	13	15	25	27	12	7	1 STUDENTS	7493	76	12	7	19	24	25	14	2.83	.97	4.42
.93	2.36	9	1	14	36	26	12	2 TEACHERS	1813	18		1	9	34	46	12	3.36	.70	5.00
.98	2.66	37		5	28	21	13	3 DEPARTMENT HEADS	250	3			4	31	28	40	3.34	.59	4.10
.89	2.66	35		5	23	23	13	4 OTHER CERTIFIED STAFF	231	2			4	27	38	34	3.42	.65	4.58
1.08	2.78	4	11	13	28	21	26	5 NON CERTIFIED STAFF	47		4	2	15	24	44	12	3.26	.85	3.18
								11 YOUR LEADERS KNOW HOW IT IS FROM YOUR POINT OF VIEW											
.95	1.88	12	16	30	25	10	6	1 STUDENTS	7493	76	6	4	16	26	38	12	3.13	.98	4.88
.94	2.46	9	4	15	35	24	12	2 TEACHERS	1813	18	1	1	6	35	47	10	3.46	.65	4.40
.95	2.32	36	1	5	26	18	17	3 DEPARTMENT HEADS	250	3			6	34	38	40	3.46	.63	4.28
.96	2.48	35	5	7	23	20	12	4 OTHER CERTIFIED STAFF	231	2	2		2	29	38	36	3.42	.63	4.08
1.06	2.78	4	9	11	26	19	36	5 NON CERTIFIED STAFF	47		4		15	34	40	9	3.23	.79	3.09
								12 TRUE AND COMPLETE INFORMATION IS USED TO RATE WHAT YOU AND YOUR PEERS DO											
1.02	2.09	14	12	15	24	14	12	1 STUDENTS	7493	76	15	4	16	[illegible]	[illegible]	14	[illegible]	.92	[illegible]
.98	2.38	16	16	14	20	24	15	2 TEACHERS	1813	18	7		6	24	[illegible]	12	[illegible]	.64	[illegible]
.97	2.36	36	4	6	10	19	16	3 DEPARTMENT HEADS	250	3			3	[illegible]	[illegible]	40	[illegible]	.51	[illegible]
.96	2.08	35	7	4	16	20	36	4 OTHER CERTIFIED STAFF	231	2			3	28	[illegible]	34	[illegible]	.56	[illegible]
.92	2.09	2	21	9	9	30	26	5 NON CERTIFIED STAFF	47				2	28	[illegible]	12	[illegible]	.54	[illegible]

DIAGNOSTIC
SURVEY
for
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IMPROVEMENT

		LEVEL
0036-002	06/10/76	OVERALL SCHOOL
ALL MIDDLE SCHOOLS		SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 1.05

IS											SHOULD BE								INFERENTIAL SCORE
			FREQUENCY								FREQUENCY								
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 13 14 15 16 17 18	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	[illegible]
								13 YOU KNOW HOW THINGS ARE FROM YOUR LEADERS' POINT OF VIEW											
.97	[illegible]	15	17	21	25	12	6	1 STUDENTS	7493	76	12	5	[illegible]	22	[illegible]	15	[illegible]	.94	[illegible]
.82	[illegible]	16	4	9	30	26	15	2 TEACHERS	1813	16	2	1	[illegible]	34	[illegible]	12	[illegible]	.65	[illegible]
.86	[illegible]	37		3	26	26	15	3 DEPARTMENT HEADS	250	3			[illegible]	28	[illegible]	40	[illegible]	.64	[illegible]
.91	[illegible]	35	2	4	22	22	16	4 OTHER CERTIFIED STAFF	231	2	1		[illegible]	28	[illegible]	34	[illegible]	.66	[illegible]
.92	[illegible]	4	13	2	26	21	32	5 NON CERTIFIED STAFF	47		6		[illegible]	21	[illegible]	9	[illegible]	.78	[illegible]
								14 LEADERS ARE TOLD WHAT THEY SHOULD KNOW IN AN OPEN WAY BY THOSE INVOLVED											
.99	[illegible]	14	24	21	24	16	6	1 STUDENTS	7493	76	14	9	[illegible]	28	[illegible]	14	[illegible]	.92	[illegible]
.85	[illegible]	9	12	9	34	23	15	2 TEACHERS	1813	16	2		[illegible]	28	[illegible]	12	[illegible]	.65	[illegible]
.86	[illegible]	36	2	5	25	21	15	3 DEPARTMENT HEADS	250	3			[illegible]	28	[illegible]	40	[illegible]	.62	[illegible]
.87	[illegible]	35	4	5	34	26	15	4 OTHER CERTIFIED STAFF	231	2			[illegible]	25	[illegible]	34	[illegible]	.58	[illegible]
1.06	[illegible]	4	19	11	19	19	26	5 NON CERTIFIED STAFF	47			2	[illegible]	21	[illegible]	9	[illegible]	.75	[illegible]
								15 YOU FEEL CLOSE TO YOUR LEADERS											
.95	[illegible]	14	10	27	24	8	7	1 STUDENTS	7493	76	6	11	[illegible]	30	[illegible]	14	[illegible]	1.02	[illegible]
1.02	[illegible]	9	1	16	34	21	17	2 TEACHERS	1813	16	3	1	[illegible]	36	[illegible]	16	[illegible]	.73	[illegible]
.96	[illegible]	36		4	16	16	19	3 DEPARTMENT HEADS	250	3			[illegible]	28	[illegible]	42	[illegible]	.67	[illegible]
1.02	[illegible]	35		8	16	16	20	4 OTHER CERTIFIED STAFF	231	2		1	[illegible]	22	[illegible]	34	[illegible]	.74	[illegible]
1.06	[illegible]	4	4	11	26	21	34	5 NON CERTIFIED STAFF	47		6		[illegible]	22	[illegible]	12	[illegible]	.64	[illegible]
								16 YOUR LEADERS LEAVE YOU FREE TO CONTROL YOUR BEHAVIOR											
.96	[illegible]	14	16	30	23	9	7	1 STUDENTS	7493	76	6	11	25	30	[illegible]	14	[illegible]	1.02	[illegible]
.87	[illegible]	9	1	4	16	32	36	2 TEACHERS	1813	16	5	1	[illegible]	36	[illegible]	16	[illegible]	.64	[illegible]
.79	[illegible]	36		2	7	16	34	3 DEPARTMENT HEADS	250	3			[illegible]	25	[illegible]	44	[illegible]	.65	[illegible]
.72	[illegible]	35			7	21	35	4 OTHER CERTIFIED STAFF	231	2	3		[illegible]	25	[illegible]	34	[illegible]	.52	[illegible]
.85	[illegible]	4	2	4	9	19	65	5 NON CERTIFIED STAFF	47			2	[illegible]	17	[illegible]	12	[illegible]	.73	[illegible]
								17 WHEN DECISIONS ARE MADE THEY ARE BASED ON INFO YOU THINK IS RIGHT AND FAIR											
.97	[illegible]	14	12	23	30	12	9	1 STUDENTS	7493	76	6	4	15	34	[illegible]	14	[illegible]	.91	[illegible]
.89	[illegible]	9	5	7	34	29	16	2 TEACHERS	1813	16	5		6	25	[illegible]	16	[illegible]	.66	[illegible]
.90	[illegible]	37	1	2	26	19	21	3 DEPARTMENT HEADS	250	3			5	19	36	41	[illegible]	.57	[illegible]
.86	[illegible]	35	1	3	16	24	22	4 OTHER CERTIFIED STAFF	231	2				21	66	34	[illegible]	.67	[illegible]
1.07	[illegible]	6	11	11	17	21	34	5 NON CERTIFIED STAFF	47		6		6	17	66	9	[illegible]	.63	[illegible]
								18 YOU FEEL FRIENDLY WITH YOUR LEADERS											
1.04	[illegible]	14	7	23	26	19	14	1 STUDENTS	7493	76	6	4	15	22	30	14	3.07	.97	[illegible]
.98	[illegible]	9		7	24	24	36	2 TEACHERS	1813	16			6	22	[illegible]	10	[illegible]	.62	[illegible]
.87	[illegible]	36		2	16	14	36	3 DEPARTMENT HEADS	250	3			[illegible]	17	66	30	[illegible]	.55	[illegible]
.84	[illegible]	35		1	13	26	36	4 OTHER CERTIFIED STAFF	231	2			[illegible]	22	66	36	[illegible]	.56	[illegible]
.94	[illegible]	4		4	14	19	52	5 NON CERTIFIED STAFF	47		8		6	21	66	12	[illegible]	.61	[illegible]

DIAGNOSTIC
SURVEY
for
LEADERSHIP
IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	OVERALL SCHOOL

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 1.06

IS									SHOULD BE											INTENSITY SCORE
			FREQUENCY								FREQUENCY									
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 19 20 21 22 23 24	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	XXXXX
								19 YOU OR YOUR PEERS CAN BRING ABOUT CHANGES IN POLICIES											
.92	1.88	14	19	30	22	9	5	1 STUDENTS	7493	76	14	6	23	21	22	14	2.88	.95	4.60
.87	2.28	9	4	18	41	21	6	2 TEACHERS	1813	18	1		19	41	38	10	3.19	.72	5.38
.90	2.47	39		6	28	19	9	3 DEPARTMENT HEADS	250	3			8	32	18	41	3.17	.65	3.01
.80	2.58	35	1	3	38	21	9	4 OTHER CERTIFIED STAFF	231	2			11	31	28	36	3.13	.72	3.29
.97	2.34	6	26	13	36	15	11	5 NON CERTIFIED STAFF	47		9	4	32	29	28	9	2.85	.96	2.64
								20 IDEAS FOR WAYS TO IMPROVE THINGS COME FROM ALL CONCERNED											
.90	2.15	14	14	22	29	12	9	1 STUDENTS	7493	76	16	4	19	24	22	14	3.14	.90	5.38
.92	2.41	9	3	13	39	23	13	2 TEACHERS	1813	18	1		7	30	43	10	3.44	.63	6.02
.86	2.50	36	1	7	25	22	9	3 DEPARTMENT HEADS	250	3			5	27	29	40	3.42	.63	5.19
.87	2.57	35	1	6	26	21	10	4 OTHER CERTIFIED STAFF	231	2			3	32	29	34	3.39	.60	4.00
.93	2.63	6	17	4	36	17	19	5 NON CERTIFIED STAFF	47		6	2	13	30	40	9	3.28	.82	3.62
								21 YOU OR YOUR PEERS CAN HELP CHANGE HOW THINGS ARE DONE											
.93	1.89	14	13	30	26	10	6	1 STUDENTS	7493	76	8	9	23	25	20	14	2.94	.93	4.98
.90	2.27	9	3	17	46	21	16	2 TEACHERS	1813	18	1	1	13	46	37	10	3.28	.70	3.60
.85	2.51	38		6	26	22	8	3 DEPARTMENT HEADS	250	3			3	34	20	40	3.24	.63	4.19
.84	2.52	35		4	33	17	10	4 OTHER CERTIFIED STAFF	231	2			9	30	20	34	3.25	.69	4.31
1.01	2.33	4	13	17	46	9	17	5 NON CERTIFIED STAFF	47		4	2	38	17	24	9	3.00	.95	3.66
								22 WHEN YOUR LEADERS KNOW YOUR IDEAS THEY TRY TO USE THEM											
.92	1.96	14	18	27	30	11	4	1 STUDENTS	7493	76	6	5	25	26	22	14	2.87	.92	4.47
.84	2.36	9	6	12	41	22	16	2 TEACHERS	1813	18	2	1	20	38	28	10	3.09	.76	4.07
.83	2.56	38	1	4	26	21	9	3 DEPARTMENT HEADS	250	3			11	36	18	40	3.11	.72	3.61
.80	2.64	35	2	3	28	22	10	4 OTHER CERTIFIED STAFF	231	2	1		12	38	17	36	3.06	.69	2.38
.84	2.27	2	13	9	64	6	17	5 NON CERTIFIED STAFF	47		2		55	13	21	11	2.43	.84	1.78
								23 YOU SHARE YOUR FEELINGS WITH YOUR LEADERS											
.91	1.72	14	9	40	24	8	5	1 STUDENTS	7493	76	9	12	27	20	18	14	2.88	1.02	3.86
.95	2.34	9	1	17	39	21	13	2 TEACHERS	1813	18	1	1	16	36	36	12	3.18	.77	4.88
.89	2.61	36		3	28	20	13	3 DEPARTMENT HEADS	250	3			6	27	24	40	3.22	.66	2.08
.91	2.68	35		5	19	23	17	4 OTHER CERTIFIED STAFF	231	2			6	26	27	36	3.25	.65	2.09
1.06	2.48	4	2	13	52	9	21	5 NON CERTIFIED STAFF	47		6	2	36	19	28	9	3.08	.92	2.88
								24 YOU ARE ABLE TO IMPROVE THINGS											
.95	1.89	14	13	28	36	10	6	1 STUDENTS	7493	76	6	4	28	30	22	14	2.96	.91	[illegible]
.87	2.38	9	3	15	46	19	9	2 TEACHERS	1813	18	5		24	46	[illegible]	12	[illegible]	.73	[illegible]
.75	2.58	36	3	4	38	19	6	3 DEPARTMENT HEADS	250	3			5	29	[illegible]	40	[illegible]	.65	[illegible]
.74	2.58	35	2	3	38	21	7	4 OTHER CERTIFIED STAFF	231	2	1		24	35	[illegible]	36	[illegible]	.69	[illegible]
.88	2.58	2	13	12	58	9	13	5 NON CERTIFIED STAFF	47		6		23	23	[illegible]	13	[illegible]	.89	[illegible]

DIAGNOSTIC
SURVEY
for
LEADERSHIP
IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	OVERALL SCHOOL

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE1-07

IS									SHOULD BE											INTENSITY SCORE
			FREQUENCY								FREQUENCY									
STANDARD DEVIATION	MEANS	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 25 26 27 28 29 30	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEANS	STANDARD DEVIATION	XXXXX XXXXX	
								25 YOUR LEADERS SHOW THAT THE WORK DONE BY YOU AND YOUR PEERS IS IMPORTANT												
1.02	2.22	14	12	21	28	15	11	1 STUDENTS	7493	76	9	4	13	26	33	14	3.11	.91	4.34	
.99	2.60	9	2	13	31	24	20	2 TEACHERS	1813	18		1	6	24	48	11	3.47	.64	5.28	
.97	2.81	38		6	18	20	18	3 DEPARTMENT HEADS	250	3			2	24	32	40	3.51	.58	4.42	
.90	2.88	35		3	20	22	19	4 OTHER CERTIFIED STAFF	231	2			4	24	34	34	3.47	.62	3.60	
1.01	2.64	4	6	13	28	28	21	5 NON CERTIFIED STAFF	47		6		19	34	32	9	3.15	.77	2.98	
								26 YOU SHARE YOUR PROBLEMS WITH YOUR LEADERS												
.91	1.78	14	8	42	28	7	6	1 STUDENTS	7493	76	9	13	28	18	18	14	2.34	1.03	3.56	
.92	2.38	9	1	15	42	21	13	2 TEACHERS	1813	18	1	1	19	36	32	11	3.12	.79	4.30	
.82	2.65	38		3	26	23	10	3 DEPARTMENT HEADS	250	3			12	30	18	40	3.10	.69	2.56	
.96	2.75	35		6	22	20	17	4 OTHER CERTIFIED STAFF	231	2		1	12	26	25	34	3.10	.78	2.84	
1.01	2.36	4	2	19	38	19	17	5 NON CERTIFIED STAFF	47			11	34	21	26	9	2.67	1.02	1.88	
								27 YOU OR YOUR PEERS CAN BRING ABOUT CHANGES IN WHAT IS DONE												
.88	1.89	15	14	27	30	10	5	1 STUDENTS	7493	76	10	4	23	26	22	15	2.67	.90	4.66	
.91	2.23	9	3	15	46	22	7	2 TEACHERS	1813	18	1		16	42	30	10	3.14	.71	5.01	
.77	2.45	38		4	31	20	6	3 DEPARTMENT HEADS	250	3			7	34	17	41	3.17	.62	4.06	
.75	2.58	35	1	3	33	21	7	4 OTHER CERTIFIED STAFF	231	2			11	34	19	34	3.12	.68	3.48	
.85	2.28	4	11	13	45	19	9	5 NON CERTIFIED STAFF	47		4	2	34	33	19	9	2.76	.82	2.58	
								28 LEADERS PROVIDE CHANCES FOR YOU TO WORK WITH YOUR PEERS IN FRIENDLY WAYS												
.96	2.11	15	11	22	30	14	8	1 STUDENTS	7493	76	8	4	17	28	27	15	3.02	.90	4.86	
.92	2.73	9	1	8	31	30	22	2 TEACHERS	1813	18	1		9	37	42	11	3.34	.68	3.88	
.85	3.01	37		2	15	25	20	3 DEPARTMENT HEADS	250	3			7	24	28	41	3.35	.68	2.16	
.89	2.97	35		3	17	23	21	4 OTHER CERTIFIED STAFF	231	2			9	27	32	34	3.42	.63	2.96	
.80	3.12	4	4	2	17	38	32	5 NON CERTIFIED STAFF	47				2	34	51	11	3.55	.55	2.86	
								29 THOSE NOT IN CHARGE SHOW AS MUCH CONCERN ABOUT A JOB BEING DONE AS DO LEADERS												
.97	2.11	15	19	20	24	12	8	1 STUDENTS	7493	76	15	5	18	22	25	14	2.94	.95	4.30	
.89	2.44	10	7	11	36	25	12	2 TEACHERS	1813	18	3	1	10	35	39	11	3.32	.72	5.06	
.87	2.36	38	2	10	24	20	6	3 DEPARTMENT HEADS	250	3			8	27	25	40	3.29	.68	5.25	
.85	2.55	35	5	5	25	21	9	4 OTHER CERTIFIED STAFF	231	2	3		5	29	26	34	3.34	.65	4.65	
.97	2.63	2	11	6	43	15	23	5 NON CERTIFIED STAFF	47		4		13	32	40	11	3.33	.73	4.17	
								30 YOU AND YOUR PEERS TELL IT "LIKE IT IS" TO YOUR LEADERS												
1.04	2.09	14	9	27	25	12	11	1 STUDENTS	7493	76	8	7	17	21	32	14	3.01	.99	4.59	
.97	2.51	9	2	14	33	25	17	2 TEACHERS	1813	18	1	1	8	34	44	11	3.41	.69	5.32	
.88	2.75	38	1	5	19	25	13	3 DEPARTMENT HEADS	250	3			2	28	38	41	3.47	.56	4.47	
.90	2.72	36	2	5	22	20	15	4 OTHER CERTIFIED STAFF	231	2			6	27	30	36	3.36	.66	4.02	
1.15	2.75	4	11	15	23	15	32	5 NON CERTIFIED STAFF	47		9	2	17	21	42	9	3.26	.88	3.06	

DSLI DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0034-002	06/10/76	OVERALL SCHOOL

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 1-58

IS									SHOULD BE											INTENSITY SCORE
			FREQUENCY								FREQUENCY									
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 31 32 33 34 35 36	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	XXXXX
								31 YOU HAVE A CHANCE TO SHOW CONCERN FOR OTHERS											
.99	2.19	16	11	20	29	13	10	1 STUDENTS	7493	76	8	9	18	23	30	14	3.04	.94	4.46
.87	2.87	9	2	4	28	33	24	2 TEACHERS	1813	18	1		8	25	48	12	3.41	.67	3.20
.78	3.15	36			14	24	24	3 DEPARTMENT HEADS	250	3			4	23	28	46	3.48	.61	2.28
.69	3.30	34			8	26	28	4 OTHER CERTIFIED STAFF	231	2			2	25	36	37	3.55	.55	1.71
.85	3.14	4	2	2	21	32	30	5 NON CERTIFIED STAFF	47		6		13	20	48	9	3.36	.74	1.86
								32 YOUR LEADERS SUPPORT AND BACK YOU UP											
.96	1.99	16	11	27	28	12	7	1 STUDENTS	7493	76	8	5	18	24	31	14	3.09	.93	5.30
.98	2.91	9	2	6	24	26	32	2 TEACHERS	1813	18			2	19	67	12	3.72	.52	5.37
.96	3.11	36		3	16	14	29	3 DEPARTMENT HEADS	250	3			2	14	43	41	3.76	.51	4.66
.80	3.28	35	1	1	11	21	31	4 OTHER CERTIFIED STAFF	231	2			1	14	48	36	3.72	.49	3.18
1.01	2.95	2	4	11	17	32	34	5 NON CERTIFIED STAFF	47		2		4	26	57	11	3.61	.59	4.38
								33 YOU COMMUNICATE WITH LEADERS TO HELP IMPROVE THINGS											
.96	1.97	16	9	29	27	12	7	1 STUDENTS	7493	76	8	5	16	24	29	18	3.03	.94	5.17
.91	2.57	9	1	10	34	28	17	2 TEACHERS	1813	10	1		7	34	46	12	3.44	.65	3.36
.75	3.08	38			16	29	16	3 DEPARTMENT HEADS	250	3			2	22	34	41	3.54	.58	3.42
.78	3.02	35			18	26	20	4 OTHER CERTIFIED STAFF	231	2			2	25	38	34	3.45	.56	3.08
1.06	2.50	4		15	38	15	28	5 NON CERTIFIED STAFF	47		2		15	34	40	9	3.26	.74	4.36
								34 YOUR LEADERS TRY TO GET YOUR IDEAS											
.97	1.99	16	11	27	26	12	7	1 STUDENTS	7493	76	6	6	17	28	29	17	2.98	.96	4.98
.91	2.[illegible]	9	1	16	38	24	11	2 TEACHERS	1813	18	1		16	26	46	12	3.32	.69	3.08
.87	2.33	38		4	19	25	14	3 DEPARTMENT HEADS	250	3			5	34	28	41	3.46	.66	[illegible]
.90	2.38	35		4	24	21	16	4 OTHER CERTIFIED STAFF	231	2	1		2	26	36	34	3.41	[illegible]	[illegible]
1.06	2.48	6	13	17	30	17	17	5 NON CERTIFIED STAFF	47		9		28	13	21	11	2.92	[illegible]	2.47
								35 YOUR LEADERS USE YOUR HELP TO SOLVE A COMMON PROBLEM											
.94	1.92	17	17	29	24	10	6	1 STUDENTS	7493	76	14	6	22	22	22	17	2.80	.95	4.80
.98	2.57	9	2	14	39	24	11	2 TEACHERS	1813	18	1	1	14	37	33	12	[illegible]	.73	4.00
.84	2.65	37		4	25	22	12	3 DEPARTMENT HEADS	250	3			6	25	27	42	[illegible]	.65	[illegible]
.85	2.74	35		3	25	23	14	4 OTHER CERTIFIED STAFF	231	2	1		8	34	20	36	[illegible]	.61	3.30
1.10	2.40	4	13	21	26	17	19	5 NON CERTIFIED STAFF	47		13	4	13	34	26	9	3.06	.87	3.40
								36 YOU ARE ENCOURAGED TO GIVE HELP TO OTHERS TO MAKE THINGS BETTER											
.95	2.00	17	13	22	26	13	9	1 STUDENTS	7493	76	19	5	15	[illegible]	[illegible]	17	[illegible]	.95	[illegible]
.94	2.30	9	2	13	38	26	17	2 TEACHERS	1813	10	1		15	[illegible]	[illegible]	12	[illegible]	.71	[illegible]
.85	2.85	37		2	20	24	17	3 DEPARTMENT HEADS	250	3			4	[illegible]	[illegible]	42	[illegible]	.62	[illegible]
.90	2.07	35		4	20	24	22	4 OTHER CERTIFIED STAFF	231	2			2	[illegible]	[illegible]	34	[illegible]	.64	[illegible]
1.01	2.[illegible]	2	9	11	21	34	26	5 NON CERTIFIED STAFF	47		6		[illegible]	[illegible]	[illegible]	11	[illegible]	.73	[illegible]

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	04/10/76	OVERALL SCHOOL

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 1.09

IS			FREQUENCY						SHOULD BE		FREQUENCY								INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 D	4 AA	ITEMS 37 38 39 40 41 42	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	XXXXX XXXXX
								37 DECISIONS ARE MADE BY THOSE CLOSE TO THE PROBLEM SOURCE											
.98	2.22	17	19	17	25	14	9	1 STUDENTS	7493	76	14	5	14	21	36	17	3.00	.95	4.87
.92	2.52	9	6	11	32	27	14	2 TEACHERS	1813	18	2		7	33	47	11	3.45	.66	5.55
.85	2.69	38		4	24	22	12	3 DEPARTMENT HEADS	250	3			2	25	32	41	3.49	.58	4.89
.85	2.81	35	3	3	20	24	15	4 OTHER CERTIFIED STAFF	231	2	1		3	24	36	36	3.61	.60	4.42
1.03	2.85	4	26	9	17	21	23	5 NON CERTIFIED STAFF	47		4		15	30	42	9	3.32	.76	2.89
								38 ONES WHO MAKE DECISIONS WHICH AFFECT YOU ARE AWARE OF THE THINGS YOU FACE											
.96	2.02	17	15	23	26	11	7	1 STUDENTS	7493	76	10	5	14	21	33	18	3.14	.94	5.77
.94	2.43	10	4	13	36	22	14	2 TEACHERS	1813	18	1		9	29	50	11	3.54	.62	6.42
.90	2.99	37	2	6	24	19	11	3 DEPARTMENT HEADS	250	3			3	22	33	41	3.04	.59	5.82
.94	2.65	35	1	6	24	19	14	4 OTHER CERTIFIED STAFF	231	2			3	26	35	36	3.56	.50	5.22
1.10	2.63	4	15	13	30	13	26	5 NON CERTIFIED STAFF	47			2	9	19	60	11	3.52	.77	5.47
								39 YOU OR YOUR PEERS INFLUENCE WHAT HAPPENS TO YOU											
.99	2.23	18	13	18	27	14	10	1 STUDENTS	7493	76	11	6	17	20	27	18	2.96	.95	3.78
.85	2.38	10	5	11	40	25	9	2 TEACHERS	1813	18	2	1	10	37	37	12	3.28	.74	3.80
.76	2.66	37	2	4	21	29	7	3 DEPARTMENT HEADS	250	3	1		5	31	22	41	3.29	.62	3.36
.83	2.99	35	2	4	27	22	10	4 OTHER CERTIFIED STAFF	231	2	1		8	27	26	37	3.29	.69	4.11
.97	2.63	4	15	9	32	21	19	5 NON CERTIFIED STAFF	47		9		21	32	30	9	3.10	.79	2.60
								40 DECISIONS ARE MADE IN SUCH A WAY THAT YOU DO NOT MIND CARRYING THEM OUT											
.89	1.98	18	13	23	31	10	6	1 STUDENTS	7493	76	10	5	19	23	26	18	2.95	.95	4.38
.98	2.56	9	1	9	38	27	16	2 TEACHERS	1813	18		1	5	32	51	10	3.50	.64	5.00
.87	2.77	38		2	24	20	15	3 DEPARTMENT HEADS	250	3			3	20	36	40	3.56	.66	5.00
.86	2.83	35		1	26	20	17	4 OTHER CERTIFIED STAFF	231	2			3	28	33	36	3.47	.59	4.00
.89	2.88	4	6	4	28	32	26	5 NON CERTIFIED STAFF	47			2	17	21	51	9	3.33	.86	2.79
								41 NEEDED WORK GETS DONE BECAUSE YOUR LEADERS AND PEERS WORK TOGETHER											
.98	2.13	19	12	21	27	13	8	1 STUDENTS	7493	76	9	4	15	23	31	19	3.10	.93	5.67
.92	2.63	9	2	9	33	29	18	2 TEACHERS	1813	18			5	29	55	11	3.55	.62	5.66
.90	2.82	38	1	4	20	21	16	3 DEPARTMENT HEADS	250	3			2	21	34	41	3.34	.57	4.72
.83	2.87	35		1	23	23	17	4 OTHER CERTIFIED STAFF	231	2			3	23	38	36	3.65	.56	4.34
.96	3.16	4	17	6	11	26	36	5 NON CERTIFIED STAFF	47		6		9	23	53	9	3.53	.68	2.47
								42 YOUR LEADERS TRY TO GET YOU TO REACH HIGH GOALS											
1.09	2.84	19	10	15	22	16	19	1 STUDENTS	7493	76	7	4	12	30	29	19	3.27	.91	4.34
.96	2.89	9	2	8	26	27	28	2 TEACHERS	1813	18	1		4	26	56	11	3.50	.66	4.69
.88	3.06	38	2	3	13	22	22	3 DEPARTMENT HEADS	250	3			3	19	37	41	3.38	.58	3.40
.92	2.95	35		4	17	22	22	4 OTHER CERTIFIED STAFF	231	2			3	28	34	37	3.32	.62	3.66
1.06	2.50	2	17	19	22	22	19	5 NON CERTIFIED STAFF	47		15	2	4	32	36	12	3.57	.73	4.70

DIAGNOSTIC
SURVEY
for
LEADERSHIP
IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	OVERALL SCHOOL

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 1-10

IS								ITEMS 43 44 45 46 47 48	SHOULD BE											INTENSITY SCORE
STANDARD DEVIATION	MEAN	NRTS	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	NRTS	MEAN	STANDARD DEVIATION	XXXXX
								43 YOU TAKE PART IN JUDGING YOUR PERFORMANCE											
.96	2.08	19	13	23	25	12	8	1 STUDENTS	7493	76	12	4	17	22	26	19	3.00	.94	4.78
1.06	2.89	16	4	16	26	23	22	2 TEACHERS	1813	18	1	1	8	50	40	11	3.44	.70	3.12
1.04	2.78	38	1	9	13	20	18	3 DEPARTMENT HEADS	250	3	1		8	22	38	40	3.47	.64	4.31
.88	3.01	35	5	2	16	21	21	4 OTHER CERTIFIED STAFF	231	2			4	25	38	34	3.46	.62	3.08
1.32	2.78	4	15	23	11	9	38	5 NON CERTIFIED STAFF	47		11	2	15	19	40	9	3.27	.88	3.78
								44 YOUR PEERS ACCEPT WHAT IS EXPECTED OF THEM											
.92	2.12	20	13	16	30	12	7	1 STUDENTS	7493	76	16	5	17	22	27	20	3.00	.93	4.88
.85	2.68	9	6	5	34	29	17	2 TEACHERS	1813	18	5		8	33	46	12	3.46	.67	4.66
.84	2.82	38	1	2	22	22	15	3 DEPARTMENT HEADS	250	3			5	34	38	41	3.51	.58	4.30
.76	2.78	35	3	1	24	26	12	4 OTHER CERTIFIED STAFF	231	2	2		4	29	29	34	3.46	.62	2.85
.94	2.93	9	13	2	30	17	30	5 NON CERTIFIED STAFF	47		9	4	11	21	48	13	3.30	.91	2.18
								45 YOUR LEADERS WORK WITH YOU AND YOUR PEERS IN FRIENDLY WAYS											
1.08	2.23	20	8	19	28	14	11	1 STUDENTS	7493	76	6	4	12	21	37	20	3.22	.90	3.06
.94	2.90	9	1	6	23	28	32	2 TEACHERS	1813	18			3	23	66	12	3.62	.59	4.22
.83	3.17	38		1	15	20	27	3 DEPARTMENT HEADS	250	3				18	68	41	3.68	.46	3.08
.80	3.16	35		1	13	26	26	4 OTHER CERTIFIED STAFF	231	2			2	22	68	34	3.60	.54	2.90
.92	3.32	4	2	6	11	23	53	5 NON CERTIFIED STAFF	47				4	23	64	9	3.65	.57	2.80
								46 YOUR LEADERS USE WHAT THEY "FIND OUT" TO MAKE THINGS BETTER											
.99	2.28	20	13	17	27	13	16	1 STUDENTS	7493	76	9	4	14	21	38	20	3.12	.94	4.30
.93	2.68	9	7	8	31	26	19	2 TEACHERS	1813	18	2	1	5	27	56	11	3.54	.65	3.68
.85	2.85	38	1	2	22	22	16	3 DEPARTMENT HEADS	250	3			5	22	56	41	3.55	.62	4.30
.87	2.86	35	2	2	22	20	17	4 OTHER CERTIFIED STAFF	231	2			4	22	58	34	3.56	.61	4.06
.96	2.89	4	15	4	30	17	30	5 NON CERTIFIED STAFF	47		9		11	17	57	9	3.54	.72	4.17
								47 THINGS ARE ORGANIZED SO THAT YOU OR YOUR PEERS CAN HELP MAKE DECISIONS											
.95	2.08	20	11	22	27	12	7	1 STUDENTS	7493	76	9	4	14	29	27	20	3.00	.91	3.38
.91	2.48	9	3	14	30	25	12	2 TEACHERS	1813	18	1	1	7	34	48	11	3.42	.67	3.84
.82	2.68	38		4	24	24	11	3 DEPARTMENT HEADS	250	3			4	27	58	40	3.41	.63	4.06
.82	2.60	35	3	2	29	21	12	4 OTHER CERTIFIED STAFF	231	2			4	30	28	34	3.30	.61	4.08
1.01	2.35	4	17	17	32	15	15	5 NON CERTIFIED STAFF	47		9	4	28	30	28	9	3.08	.92	3.18
								48 MOST ALL WORK TOGETHER TO GET THE JOB DONE											
.99	2.16	21	12	19	26	13	9	1 STUDENTS	7493	76	6	4	16	28	38	22	3.08	.93	4.78
.94	2.68	16	2	9	31	24	28	2 TEACHERS	1813	18	2		6	30	58	12	[illegible]	.63	[illegible]
.84	2.82	38		3	28	24	14	3 DEPARTMENT HEADS	250	3			5	26	[illegible]	45	[illegible]	.35	[illegible]
.90	2.68	35	1	3	22	21	17	4 OTHER CERTIFIED STAFF	231	2				25	[illegible]	34	[illegible]	.45	[illegible]
.91	2.98	2	6	2	34	22	34	5 NON CERTIFIED STAFF	47		6		6	43	46	12	[illegible]	.63	[illegible]

DIAGNOSTIC
SURVEY
for
LEADERSHIP
IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	OVERALL SCHOOL

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 1.11

IS								ITEMS 49 50 51 52	SHOULD BE										INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMITS	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	
								49 YOUR LEADERS SHARE WITH YOU MOST ALL THE INFORMATION YOU NEED OR WANT											
1.01	2.34	21	10	19	26	14	11	1 STUDENTS	7493	76	7	4	12	21	34	21	3.17	.92	3.03
.96	2.60	9	2	10	29	28	22	2 TEACHERS	1813	18	1	1	4	28	57	12	3.59	.60	5.65
.90	2.99	36		5	27	18	22	3 DEPARTMENT HEADS	250	3			1	23	36	40	3.30	.53	4.40
.94	2.98	35	1	2	18	24	20	4 OTHER CERTIFIED STAFF	231	2			2	22	38	36	3.34	.54	3.79
1.10	2.70	4	6	13	28	17	32	5 NON CERTIFIED STAFF	47		2		13	21	53	9	3.48	.74	4.49
								50 MOST ALL GET ALONG WELL AND HELP EACH OTHER											
1.01	2.27	21	9	17	27	14	11	1 STUDENTS	7493	76	6	4	12	20	34	21	3.28	.91	5.26
.92	2.89	9	2	6	27	29	27	2 TEACHERS	1813	18	1	1	5	24	61	11	3.44	.58	5.01
.88	2.98	36		2	16	24	20	3 DEPARTMENT HEADS	250	3			1	18	48	41	3.44	.52	4.51
.86	3.05	35	1	2	17	22	23	4 OTHER CERTIFIED STAFF	231	2			1	19	42	36	3.45	.52	4.02
.89	3.27	2	2	2	17	30	47	5 NON CERTIFIED STAFF	47			2		15	72	11	3.76	.58	3.44
								51 INFO ON WHAT YOU DO AND HOW WELL YOU DO IT IS USED TO HELP SOLVE PROBLEMS											
.97	2.20	21	14	17	26	13	8	1 STUDENTS	7493	76	11	4	14	21	25	22	3.10	.93	4.77
.94	2.47	10	10	12	33	22	14	2 TEACHERS	1813	18	4		8	30	45	11	3.42	.67	5.09
.87	2.63	36	4	5	20	22	16	3 DEPARTMENT HEADS	250	3	2		3	30	28	42	3.35	.61	4.09
.92	2.72	35	4	5	20	22	14	4 OTHER CERTIFIED STAFF	231	2			3	26	34	36	3.48	.60	4.71
1.12	3.00	4	34	9	11	13	24	5 NON CERTIFIED STAFF	47		19		12	11	38	9	3.35	.77	2.22
								52 THE LEADERS WORK WITH THEIR PEERS AND PEOPLE BELOW THEM TO MAKE DECISIONS											
1.00	2.17	21	15	19	24	12	9	1 STUDENTS	7493	76	11	4	12	20	31	21	3.14	.93	5.15
.92	2.51	10	9	11	34	27	14	2 TEACHERS	1813	18	2	1	7	33	48	11	3.45	.66	5.60
.84	2.73	36	1	3	24	22	13	3 DEPARTMENT HEADS	250	3			4	25	30	41	3.45	.62	4.44
.92	2.61	35	1	3	24	18	19	4 OTHER CERTIFIED STAFF	231	2			3	27	34	35	3.49	.58	4.30
.94	2.57	2	19	9	34	19	17	5 NON CERTIFIED STAFF	47		9	2	17	29	38	11	3.21	.87	3.60

DIAGNOSTIC
SURVEY
for
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IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL	
0036-002	06/10/76	OVERALL SCHOOL	
SCHOOL NAME	SYSTEM NAME		
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY		PAGE 1.12

IS								FACTOR DEFINITIONS	SHOULD BE										INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMIT	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	XXXXX
								CONFIDENCE AND TRUST ITEMS 01 04 05 12 14 15 16 17 18 26 32 41 44 49											
	2.13							1 STUDENTS									3.02		4.66
	2.34							2 TEACHERS									3.00		5.00
	3.00							3 DEPARTMENT HEADS									3.57		5.36
	3.02							4 OTHER CERTIFIED STAFF									3.57		5.62
	3.04							5 NON CERTIFIED STAFF									3.52		5.65
								COMMUNICATION ITEMS 13 19 20 21 23 24 25 30 33 34											
	1.99							1 STUDENTS									2.99		4.34
	2.46							2 TEACHERS									3.32		5.20
	2.60							3 DEPARTMENT HEADS									3.37		4.12
	2.72							4 OTHER CERTIFIED STAFF									3.34		3.61
	2.94							5 NON CERTIFIED STAFF									3.06		3.60
								CONTROL ITEMS 06 28 29 31 36 42 43 51											
	2.32							1 STUDENTS									3.06		4.60
	2.61							2 TEACHERS									3.41		4.61
	2.65							3 DEPARTMENT HEADS									3.42		3.20
	2.00							4 OTHER CERTIFIED STAFF									3.47		3.60
	2.06							5 NON CERTIFIED STAFF									3.42		2.44
								DECISION-MAKING ITEMS 02 03 07 10 11 22 35 37 38 39											
	2.08							1 STUDENTS									3.08		4.28
	2.45							2 TEACHERS									3.37		5.46
	2.71							3 DEPARTMENT HEADS									3.46		4.28
	2.70							4 OTHER CERTIFIED STAFF									3.30		4.28
	2.66							5 NON CERTIFIED STAFF									3.28		3.28
								INTERACTION INFLUENCE ITEMS 08 09 27 40 45 46 47 48 50 52											
	2.11							1 STUDENTS									3.09		5.09
	2.90							2 TEACHERS									3.46		5.46
	2.65							3 DEPARTMENT HEADS									3.52		4.36
	2.68							4 OTHER CERTIFIED STAFF									3.46		4.86
	2.88							5 NON CERTIFIED STAFF									3.36		3.36

DIAGNOSTIC
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IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	04/10/76	OVERALL SCHOOL

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

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IS — FREQUENCY: ? | 1 AN | 2 S | 3 O | 4 AA

CRITICAL ITEMS
STUDENTS

SHOULD BE — N | % | FREQUENCY: ? | 5 AN | 6 S | 7 O | 8 AA

INTENSITY
SCORE
XXXXX
XXXXX

10 ITEMS WITH HIGHEST INTENSITY SCORES.

INTENSITY SCORE	ITEM NO	ITEM	DIRECTIONS FOR IMPROVEMENT	PLAN MADE	ACTION TAKEN
6.10	11	YOUR LEADERS KNOW HOW IT IS FROM YOUR POINT OF VIEW.	LEADERS MAKE OBSERVALBLE ATTEMPTS TO OBTAIN AND ACT UPON INFORMATION FROM SUBORDINATES ABOUT ORGANIZATIONAL GOALS AND TASKS.		
5.77	38	THE PEOPLE WHO MAKE DECISIONS WHICH AFFECT YOU ARE AWARE OF THE THINGS YOU FACE.	LEADERS KNOW AND UNDERSTAND PROBLEMS OF SUBORDINATES VERY WELL.		
5.59	17	WHEN DECISIONS ARE MADE THEY ARE BASED ON INFO WHICH YOU THINK IS RIGHT AND FAIR.	COMPLETE AND ACCURATE INFORMATION IS GATHERED, AND MADE AVAILABLE, BEFORE FINAL DECISIONS ARE MADE.		
5.47	09	YOUR LEADERS TREAT YOU IN WAYS WHICH MAKE YOU FEEL IMPORTANT.	SUBORDINATES' IDEAS AND ACTIONS ARE GIVEN THE SAME CONSIDERATION AS ARE COLLEAGUES'.		
5.46	45	YOUR LEADERS WORK WITH YOU AND YOUR PEERS IN FRIENDLY WAYS.	LEADERS STRUCTURE TASKS WHEREBY SUBORDINATES CAN INTERACT IN AN OPEN AND FRIENDLY WAY.		
5.36	20	IDEAS FOR WAYS TO IMPROVE THINGS COME FROM ALL CONCERNED.	INFORMATION FOR OPERATION AND IMPROVEMENT OF THE ORGANIZATION IS GATHERED FROM ALL LEVELS.		
5.34	32	YOUR LEADERS SUPPORT AND BACK YOU UP.	WHEN SUBORDINATES MAKE MISTAKES, THESE ARE USED AS GROWTH OPPORTUNITIES.		
5.32	08	YOUR LEADERS DISCUSS WITH YOU OR YOUR PEERS WAYS TO IMPROVE THINGS.	SUBORDINATE INPUT FOR DETERMINING GOALS, METHODS, AND ACTIVITIES SHOULD BE UTILIZED.		
5.31	04	YOUR LEADERS WORK WITH YOU IN SUCH A WAY THAT YOU LIKE TO DO WHAT THEY EXPECT.	SUBORDINATES ARE GIVEN AN OPPORTUNITY TO WORK OUT MUTUALLY ACCEPTABLE WAYS OF DOING THINGS.		
5.28	50	MOST ALL GET ALONG WELL AND HELP EACH OTHER.	LEADERS WORK AT ESTABLISHING GOOD AND HELPFUL PEER RELATIONSHIPS.		

DIAGNOSTIC
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SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/[illegible]/76	OVERALL SCHOOL

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

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18

STANDARD DEVIATION	MEANS	UNITS	FREQUENCY ?	1 AN	2 S	3 O	4 AA	CRITICAL ITEMS TEACHERS	SHOULD BE N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	UNITS	MEANS	STANDARD DEVIATION	INTENSITY SCORE

10 ITEMS WITH HIGHEST INTENSITY SCORES.

INTENSITY SCORE	ITEM NO	ITEM	DIRECTIONS FOR IMPROVEMENT	PLAN MADE	ACTION TAKEN
4.85	12	TRUE AND COMPLETE INFORMATION IS USED TO RATE WHAT YOU AND YOUR PEERS DO.	JOINT UNDERSTANDINGS OF EVALUATION CRITERIA SHOULD BE ESTABLISHED AND UTILIZED.		
4.42	38	THE PEOPLE WHO MAKE DECISIONS WHICH AFFECT YOU ARE AWARE OF THE THINGS YOU FACE.	LEADERS KNOW AND UNDERSTAND PROBLEMS OF SUBORDINATES VERY WELL.		
4.14	06	YOUR LEADERS USE WHAT THEY KNOW ABOUT "HOW YOU ARE DOING" TO HELP YOU IMPROVE.	LEADERS MAKE AN EFFORT TO OBTAIN AND USE INFORMATION ABOUT SUBORDINATES' BEHAVIOR TO MAKE POSITIVE CHANGES.		
4.04	11	YOUR LEADERS KNOW HOW IT IS FROM YOUR POINT OF VIEW.	LEADERS MAKE OBSERVABLE ATTEMPTS TO OBTAIN AND ACT UPON INFORMATION FROM SUBORDINATES ABOUT ORGANIZATIONAL GOALS AND TASKS.		
4.02	20	IDEAS FOR WAYS TO IMPROVE THINGS COME FROM ALL CONCERNED.	INFORMATION FOR OPERATION AND IMPROVEMENT OF THE ORGANIZATION IS GATHERED FROM ALL LEVELS.		
3.94	14	LEADERS ARE TOLD WHAT THEY SHOULD KNOW IN AN OPEN WAY BY THE ONES WHO ARE INVOLVED.	LEADERS SHOULD BE WILLING TO LISTEN TO SUBORDINATES WITH THE ATTITUDE THAT THE SUBORDINATES CAN PROVIDE HELPFUL INFORMATION.		
3.92	10	YOU OR YOUR PEER TAKE A PART IN MAKING DECISIONS WHICH AFFECT YOU.	INVOLVE SUBORDINATES IN MAKING DECISIONS WHICH AFFECT THEM.		
3.86	47	THINGS ARE ORGANIZED SO THAT YOU OR YOUR PEERS CAN HELP MAKE DECISIONS.	THE ORGANIZATION SHOULD BE STRUCTURED SO THAT SUBORDINATE INPUT IS USED FOR MAKING DECISIONS.		
3.84	17	WHEN DECISIONS ARE MADE THEY ARE BASED ON INFO WHICH YOU THINK IS RIGHT AND FAIR.	COMPLETE AND ACCURATE INFORMATION IS GATHERED, AND MADE AVAILABLE, BEFORE FINAL DECISIONS ARE MADE.		
3.77	07	DECISIONS ARE MADE THROUGH TEAMWORK.	REPRESENTATIVES FROM DIFFERENT ORGANIZATIONAL LEVELS FORM DECISION-MAKING TEAMS.		

DIAGNOSTIC
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IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0034-002	06/10/76	OVERALL SCHOOL

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

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IS — FREQUENCY: ? | 1 AN | 2 S | 3 O | 4 AA

CRITICAL ITEMS
DEPARTMENT HEADS

SHOULD BE — N | % | FREQUENCY: ? | 5 AN | 6 S | 7 O | 8 AA

INTENSITY SCORE XXXXX XXXXX

10 ITEMS WITH HIGHEST INTENSITY SCORES.

INTENSITY SCORE	ITEM NO	ITEM	DIRECTIONS FOR IMPROVEMENT	PLAN MADE	ACTION TAKEN
5.82	38	THE PEOPLE WHO MAKE DECISIONS WHICH AFFECT YOU ARE AWARE OF THE THINGS YOU FACE.	LEADERS KNOW AND UNDERSTAND PROBLEMS OF SUBORDINATES VERY WELL.		
5.42	46	MOST ALL WORK TOGETHER TO GET THE JOB DONE	LEADERS ESTABLISH A STRUCTURE WHICH ENABLES COOPERATIVE GROUP INTERACTION.		
5.41	12	TRUE AND COMPLETE INFORMATION IS USED TO RATE WHAT YOU AND YOUR PEERS DO.	JOINT UNDERSTANDING OF EVALUATIVE CRITERIA SHOULD BE ESTABLISHED AND UTILIZED.		
5.25	29	THOSE NOT IN CHARGE SHOW AS MUCH CONCERN ABOUT A JOB BEING DONE AS DO LEADERS.	SUBORDINATE PARTICIPATION IN THE IDENTIFICATION OF ORGANIZATIONAL TASKS PROMOTES MUTUAL CONCERN FOR SUCCESSFUL TASK COMPLETION.		
5.19	20	IDEAS FOR WAYS TO IMPROVE THINGS COME FROM ALL CONCERNED.	INFORMATION FOR OPERATION AND IMPROVEMENT OF THE ORGANIZATION IS GATHERED FROM ALL LEVELS.		
5.14	14	LEADERS ARE TOLD WHAT THEY SHOULD KNOW IN AN OPEN WAY BY THE ONES WHO ARE INVOLVED.	LEADERS SHOULD BE WILLING TO LISTEN TO SUBORDINATES WITH THE ATTITUDE THAT THE SUBORDINATES CAN PROVIDE HELPFUL INFORMATION.		
5.00	40	DECISIONS ARE MADE IN SUCH A WAY THAT YOU DO NOT MIND CARRYING THEM OUT.	DECISIONS SHOULD BE BASED UPON MUTUALLY ACCEPTABLE PROCEDURES AND OUTCOMES.		
4.99	06	YOUR LEADERS USE WHAT THEY KNOW ABOUT "HOW YOU ARE DOING" TO HELP YOU IMPROVE.	LEADERS MAKE AN EFFORT TO OBTAIN AND USE INFORMATION ABOUT SUBORDINATES' BEHAVIOR TO MAKE POSITIVE CHANGES.		
4.99	37	DECISIONS ARE MADE BY THOSE CLOSE TO THE PROBLEM SOURCE.	WHEN PROBLEMS ARE UNCOVERED THOSE CLOSEST TO THE PROBLEM SHOULD PROVIDE INPUT WHICH SHOULD BE CONSIDERED.		
4.72	41	NEEDED WORK GETS DONE BECAUSE OF THE WAY YOUR LEADERS AND PEERS WORK TOGETHER.	PEOPLE IN THE ORGANIZATION WORK COOPERATIVELY ON JOINT PROBLEMS TREATING THE SUBORDINATES AS EQUALS.		

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SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	OVERALL SCHOOL

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

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IS — FREQUENCY: ? | 1 AN | 2 S | 3 O | 4 AA

CRITICAL ITEMS
OTHER CERTIFIED STAFF

SHOULD BE — N | % | FREQUENCY: ? | 5 AN | 6 S | 7 O | 8 AA

INTENSITY SCORE

10 ITEMS WITH HIGHEST INTENSITY SCORES.

INTENSITY SCORE	ITEM NO	ITEM	DIRECTIONS FOR IMPROVEMENT	PLAN MADE	ACTION TAKEN
5.86	06	YOUR LEADERS USE WHAT THEY KNOW ABOUT "HOW YOU ARE DOING" TO HELP YOU IMPROVE.	LEADERS MAKE AN EFFORT TO OBTAIN AND USE INFORMATION ABOUT SUBORDINATES' BEHAVIOR TO MAKE POSITIVE CHANGES.		
5.55	12	TRUE AND COMPLETE INFORMATION IS USED TO RATE WHAT YOU AND YOUR PEERS DO.	JOINT UNDERSTANDING OF EVALUATIVE CRITERIA SHOULD BE ESTABLISHED AND UTILIZED.		
5.36	14	LEADERS ARE TOLD WHAT THEY SHOULD KNOW IN AN OPEN WAY BY THE ONES WHO ARE INVOLVED.	LEADERS SHOULD BE WILLING TO LISTEN TO SUBORDINATES WITH THE ATTITUDE THAT THE SUBORDINATES CAN PROVIDE HELPFUL INFORMATION.		
5.22	38	THE PEOPLE WHO MAKE DECISIONS WHICH AFFECT YOU ARE AWARE OF THE THINGS YOU FACE.	LEADERS KNOW AND UNDERSTAND PROBLEMS OF SUBORDINATES VERY WELL.		
5.07	48	MOST ALL WORK TOGETHER TO GET THE JOB DONE	LEADERS ESTABLISH A STRUCTURE WHICH ENABLES COOPERATIVE GROUP INTERACTION.		
4.90	20	IDEAS FOR WAYS TO IMPROVE THINGS COME FROM ALL CONCERNED.	INFORMATION FOR OPERATION AND IMPROVEMENT OF THE ORGANIZATION IS GATHERED FROM ALL LEVELS.		
4.81	11	YOUR LEADERS KNOW HOW IT IS FROM YOUR POINT OF VIEW.	LEADERS MAKE OBSERVABLE ATTEMPTS TO OBTAIN AND ACT UPON INFORMATION FROM SUBORDINATES ABOUT ORGANIZATIONAL GOALS AND TASKS.		
4.71	51	INFORMATION ON WHAT YOU DO AND HOW WELL YOU DO IT IS USED TO HELP SOLVE PROBLEMS.	INFORMATION ABOUT SUBORDINATES IS USED FOR COOPERATIVE PROBLEM SOLVING AND GUIDANCE.		
4.65	29	THOSE NOT IN CHARGE SHOW AS MUCH CONCERN ABOUT A JOB BEING DONE AS DO LEADERS.	SUBORDINATE PARTICIPATION IN THE IDENTIFICATION OF ORGANIZATIONAL TASKS PROMOTES MUTUAL CONCERN FOR SUCCESSFUL TASK COMPLETION.		
4.60	08	YOUR LEADERS DISCUSS WITH YOU OR YOUR PEERS WAYS TO IMPROVE THINGS.	SUBORDINATE INPUT FOR DETERMINING GOALS, METHODS, AND ACTIVITIES SHOULD BE UTILIZED.		

DIAGNOSTIC
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SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	DEPT- LANGUAGE ARTS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 2.01

IS								ALL ITEMS STUDENTS TO TEACHERS TEACHERS TO DEPT. HEADS	SHOULD BE										INTENSITY SCORE
			FREQUENCY								FREQUENCY								XXXXX
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 O	4 AA		N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	XXXXX
1.01	2.30	9	7	20	32	16	14	TOTAL	2226	100	9	3	16	28	30	9	3.19	.87	4.60
.96	2.30	12	9	15	35	14	12	1 BLACK	355	15	6	5	19	26	31	14	3.02	.94	3.69
1.02	2.34	8	7	21	32	18	14	2 WHITE	1630	82	9	3	15	29	40	8	3.22	.85	5.07
.86	2.46	20	8	7	36	18	11	3 ORIENTAL	7		12	1	9	29	20	20	3.24	.70	4.49
1.09	2.41	6	8	21	34	22	20	4 AMERICAN INDIAN	14		9	8	11	23	47	7	3.23	.98	4.33
.85	1.82		1	34	47	9	7	5 PUERTO RICAN	3		1	7	21	36	35		2.99	.93	5.44
.95	2.20	24	3	17	36	16	9	6 MEXICAN AMERICAN	13		8	2	13	16	35	24	3.23	.88	5.87
.84	2.06	2		26	45	21	6	7 CUBAN	6			1	18	41	38	2	3.16	.74	5.70
.96	2.22	4	8	25	35	17	12	STUDENTS	1792	80	6	4	19	30	37	5	3.12	.89	4.85
.95	2.30	5	14	17	36	17	12	1 BLACK	301	14	7	6	23	28	32	7	2.98	.95	3.60
.98	2.19	4	6	25	35	17	12	2 WHITE	1455	81	6	4	18	30	38	4	3.14	.87	5.06
.98	2.22	8	6	22	33	19	11	3 OTHER	36	2	7	5	15	27	38	9	3.14	.91	5.01
1.00	2.62	26	5	7	21	19	22	TEACHERS	434	19	1		3	21	44	29	3.54	.63	4.72
.95	2.61	51	3	3	14	12	14	1 BLACK	54	12		1	4	17	25	52	3.61	.72	3.73
1.00	2.63	25	3	6	21	20	23	2 WHITE	375	84	1		9	22	47	25	3.57	.62	4.79
.90	2.79	40	2	2	26	14	17	3 OTHER	7	1	1	1	3	20	34	41	3.52	.64	4.60

DIAGNOSTIC
SURVEY
for
LEADERSHIP
IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	DEPT- LANGUAGE ARTS
SCHOOL NAME		**SYSTEM NAME**
ALL MIDDLE SCHOOLS		SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 2-02

IS									SHOULD BE											INTENSITY SCORE
			FREQUENCY								FREQUENCY									
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 01 02 03 04 05 06	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	XXXXX
								01 YOUR LEADERS HAVE FAITH AND TRUST IN YOU											
.93	2.99	1	17	8	39	21	19	1 STUDENTS	1792	80	8	1	12	29	53	2	3.41	.75	4.92
.79	3.38	21	4	2	8	21	38	2 TEACHERS	436	20				14	58	28	3.80	.41	3.61
								02 TEAMWORK IS USED TO IMPROVE THINGS											
.97	2.25	2	5	23	40	19	13	1 STUDENTS	1792	80	8	2	19	35	38	2	3.16	.81	4.92
1.04	2.78	28	1	10	21	19	21	2 TEACHERS	436	20			4	22	44	29	3.57	.60	5.34
								03 YOU OR YOUR PEERS CAN TAKE PART IN IMPROVING THINGS											
.94	2.24	2	6	20	40	19	12	1 STUDENTS	1792	80	4	2	17	34	41	2	3.22	.80	5.35
.94	2.88	29	1	5	21	22	22	2 TEACHERS	436	20			1	23	44	29	3.64	.51	4.95
								04 YOUR LEADERS WORK WITH YOU IN SUCH A WAY THAT YOU LIKE TO DO WHAT THEY EXPECT											
1.02	2.38	2	4	24	35	20	16	1 STUDENTS	1792	80	4	2	18	31	40	3	3.24	.79	5.91
1.01	2.96	28	2	7	15	21	27	2 TEACHERS	436	20			1	18	51	30	3.78	.50	4.92
								05 YOU HAVE FAITH AND TRUST IN YOUR LEADERS											
1.08	2.78	2	4	10	32	21	31	1 STUDENTS	1792	80	3	2	10	22	59	3	3.43	.79	4.31
.96	3.08	28	1	5	17	19	29	2 TEACHERS	436	20			1	13	57	29	3.88	.43	5.19
								06 YOUR LEADERS USE WHAT THEY KNOW ABOUT HOW YOU ARE DOING TO HELP YOU IMPROVE											
1.02	2.68	3	9	18	37	27	20	1 STUDENTS	1792	80	6	2	14	27	58	2	3.43	.79	4.66
1.07	2.88	28	4	15	28	15	18	2 TEACHERS	436	20	3		6	23	48	28	3.62	.65	4.42

DIAGNOSTIC
SURVEY
for
LEADERSHIP
IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0084-002	06/10/76	DEPT- LANGUAGE ARTS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 2.03

IS								ITEMS 07 08 09 10 11 12	SHOULD BE										INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMITS	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	XXXXX XXXXX XXXXX
								07 DECISIONS ARE MADE THROUGH TEAMWORK											
.98	2.08	2	6	36	30	14	12	1 STUDENTS	1792	80	4	3	21	34	36	2	3.10	.84	5.20
1.03	2.68	26	1	11	22	20	16	2 TEACHERS	436	20			4	25	42	26	3.52	.62	5.47
								08 YOUR LEADERS DISCUSS WITH YOU OR YOUR PEERS WAYS TO IMPROVE THINGS.											
1.03	2.28	2	6	26	36	19	12	1 STUDENTS	1792	80	4	3	15	33	44	2	3.25	.82	5.56
1.06	2.36	26	1	7	24	16	21	2 TEACHERS	436	20			4	24	43	29	3.55	.59	5.08
								09 YOUR LEADERS TREAT YOU IN WAYS WHICH MAKE YOU FEEL IMPORTANT											
.96	1.96	2	8	34	38	13	9	1 STUDENTS	1792	80	5	3	20	31	39	3	3.14	.86	4.01
1.05	2.36	26	1	10	16	20	22	2 TEACHERS	436	20	1		5	23	43	26	3.54	.63	4.91
								10 YOU OR YOUR PEERS TAKE A PART IN MAKING DECISIONS WHICH AFFECT YOU											
.94	2.08	2	9	26	37	16	9	1 STUDENTS	1792	80	7	8	20	32	30	3	2.95	.94	4.28
.94	2.38	26	2	7	29	22	13	2 TEACHERS	436	20			4	25	42	28	3.52	.63	5.10
								11 YOUR LEADERS KNOW HOW IT IS FROM YOUR POINT OF VIEW											
.93	1.92	2	12	35	36	14	7	1 STUDENTS	1792	80	5	3	17	33	39	2	3.17	.85	4.32
1.00	2.98	26	5	6	17	20	26	2 TEACHERS	436	20			4	19	49	26	3.63	.56	4.67
								12 TRUE AND COMPLETE INFORMATION IS USED TO RATE WHAT YOU AND YOUR PEERS DO											
1.00	2.46	2	10	15	36	20	16	1 STUDENTS	1792	80	11	3	15	26	46	2	3.29	.86	4.87
1.04	2.33	26	11	9	19	14	19	2 TEACHERS	436	20	2	1	2	14	51	29	3.66	.59	6.19

DIAGNOSTIC
SURVEY
for
LEADERSHIP
IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-082	06/10/76	DEPT- LANGUAGE ARTS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

IS								ITEMS 13 14 15 16 17 18	SHOULD BE											INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMITS	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	XXXXX
								13 YOU KNOW HOW THINGS ARE FROM YOUR LEADERS' POINT OF VIEW											
.95	2.26	2	14	18	38	16	12	1 STUDENTS	1792	80	10	4	21	29	38	3	3.04	.89	4.18
.92	2.85	28	5	4	22	20	20	2 TEACHERS	436	20	1		4	24	42	29	3.53	.63	4.48
								14 LEADERS ARE TOLD WHAT THEY SHOULD KNOW IN AN OPEN WAY BY THOSE INVOLVED											
.92	2.08	2	21	22	34	14	8	1 STUDENTS	1792	80	12	5	21	29	31	3	3.01	.91	4.73
.92	2.78	28	8	4	22	21	17	2 TEACHERS	436	20	2		4	20	46	29	3.39	.62	5.10
								15 YOU FEEL CLOSE TO YOUR LEADERS											
.96	1.96	2	6	36	34	12	10	1 STUDENTS	1792	80	6	10	28	27	27	2	2.73	.99	3.88
1.13	2.48	28	1	14	18	15	24	2 TEACHERS	436	20	1	1	6	23	40	29	3.45	.71	4.46
								16 YOUR LEADERS LEAVE YOU FREE TO CONTROL YOUR BEHAVIOR											
.95	1.62	2	5	44	36	11	6	1 STUDENTS	1792	80	8	11	31	27	24	3	2.69	.99	3.90
.78	3.44	28	2	2	7	18	42	2 TEACHERS	436	20	1		2	18	50	28	3.66	.57	1.42
								17 WHEN DECISIONS ARE MADE THEY ARE BASED ON INFO YOU THINK IS RIGHT AND FAIR											
.94	2.28	2	3	21	42	17	12	1 STUDENTS	1792	80	5	3	16	30	42	3	3.24	.84	3.52
.92	3.02	28	4	3	19	21	25	2 TEACHERS	436	20	1		2	14	52	29	3.71	.53	4.78
								18 YOU FEEL FRIENDLY WITH YOUR LEADERS											
1.02	2.88	2	3	16	34	26	22	1 STUDENTS	1792	80	4	4	15	29	46	3	3.23	.84	4.26
.97	3.35	28		4	18	14	36	2 TEACHERS	436	20			2	14	55	29	3.63	.54	3.28

DIAGNOSTIC
SURVEY
for
LEADERSHIP
IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL	
0036-002	06/10/76	DEPT- LANGUAGE ARTS	PAGE 2.05
SCHOOL NAME		SYSTEM NAME	
ALL MIDDLE SCHOOLS		SUMMARY OF ALL SCHOOLS IN SURVEY	

IS									SHOULD BE											INTENSITY SCORE
			FREQUENCY								FREQUENCY									
STANDARD DEVIATION	MEAN	OMIT	?	1 AN	2 S	3 O	4 AA	ITEMS 19 20 21 22 23 24	N	%	?	5 AN	6 S	7 O	8 AA	OMIT	MEAN	STANDARD DEVIATION		XXXXX XXXXX
								19 YOU OR YOUR PEERS CAN BRING ABOUT CHANGES IN POLICIES												
.86	1.82	2	15	35	32	11	4	1 STUDENTS	1792	80	11	4	27	31	24	3	2.86	.88		4.86
.98	2.53	28	3	10	27	18	14	2 TEACHERS	436	20	1		9	28	33	28	3.34	.70		4.28
								20 IDEAS FOR WAYS TO IMPROVE THINGS COME FROM ALL CONCERNED												
.97	2.23	2	10	21	37	17	12	1 STUDENTS	1792	80	8	3	14	31	42	3	3.25	.83		5.50
.99	2.68	28	3	8	23	20	18	2 TEACHERS	436	20	1		4	22	44	28	3.57	.60		5.56
								21 YOU OR YOUR PEERS CAN HELP CHANGE HOW THINGS ARE DONE												
.90	1.98	3	7	31	38	15	7	1 STUDENTS	1792	80	6	3	24	32	32	3	3.02	.86		5.20
.93	2.66	28	3	6	27	20	14	2 TEACHERS	436	20	1		7	25	38	29	3.44	.67		4.75
								22 WHEN YOUR LEADERS KNOW YOUR IDEAS THEY TRY TO USE THEM												
.89	2.06	2	7	25	42	15	8	1 STUDENTS	1792	80	5	5	25	34	29	3	2.93	.88		4.48
.97	2.74	28	4	7	23	19	19	2 TEACHERS	436	20			11	24	33	29	3.30	.75		3.38
								23 YOU SHARE YOUR FEELINGS WITH YOUR LEADERS												
.91	1.84	2	4	41	34	11	7	1 STUDENTS	1792	80	9	12	30	27	22	3	2.65	.99		3.68
1.02	2.75	28	1	8	23	18	22	2 TEACHERS	436	20	1	1	10	22	36	29	3.35	.74		3.66
								24 YOU ARE ABLE TO IMPROVE THINGS												
.96	2.18	2	4	27	40	14	11	1 STUDENTS	1792	80	4	2	22	34	35	2	3.09	.83		5.12
.97	2.55	28	2	9	28	18	15	2 TEACHERS	436	20			11	22	38	29	3.37	.74		4.88

DIAGNOSTIC
SURVEY
for
LEADERSHIP
IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0016-002	06/10/76	DEPT- LANGUAGE ARTS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 2.06

IS								ITEMS 25 26 27 28 29 30	SHOULD BE											INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMIT	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMIT	MEAN	STANDARD DEVIATION	XXXXX
								25 YOUR LEADERS SHOW THAT THE WORK DONE BY YOU AND YOUR PEERS IS IMPORTANT											
.99	2.39	2	6	18	34	21	16	1 STUDENTS	1792	80	5	2	14	33	42	3	3.26	.80	4.91
1.02	2.75	28	1	9	22	19	22	2 TEACHERS	436	20	1		4	23	43	29	3.54	.60	5.11
								26 YOU SHARE YOUR PROBLEMS WITH YOUR LEADERS											
.89	1.78	2	5	49	29	10	6	1 STUDENTS	1792	80	7	14	32	22	21	3	2.55	1.01	3.61
1.06	2.58	28	1	12	26	14	20	2 TEACHERS	436	20		2	12	21	36	29	3.29	.83	4.11
								27 YOU OR YOUR PEERS CAN BRING ABOUT CHANGES IN WHAT IS DONE											
.82	1.90	2	9	29	43	12	4	1 STUDENTS	1792	80	7	3	26	34	26	4	2.92	.85	4.91
.89	2.38	28	2	7	30	21	12	2 TEACHERS	436	20	1		7	30	34	29	3.36	.66	4.92
								28 LEADERS PROVIDE CHANCES FOR YOU TO WORK WITH YOUR PEERS IN FRIENDLY WAYS											
.95	2.22	2	4	23	39	20	11	1 STUDENTS	1792	80	4	3	18	38	34	4	3.12	.81	4.08
.96	2.68	28	1	6	19	21	24	2 TEACHERS	436	20			5	27	39	29	3.42	.65	3.36
								29 THOSE NOT IN CHARGE SHOW AS MUCH CONCERN ABOUT A JOB BEING DONE AS DO LEADERS											
.92	2.18	4	16	22	34	14	9	1 STUDENTS	1792	80	16	5	19	28	29	5	3.01	.91	4.86
.97	2.46	29	5	6	22	26	16	2 TEACHERS	436	20	2		5	24	39	29	3.46	.66	5.08
								30 YOU AND YOUR PEERS TELL IT "LIKE IT IS" TO YOUR LEADERS											
1.02	2.36	4	5	24	34	18	15	1 STUDENTS	1792	80	5	5	26	28	30	4	3.16	.91	4.88
1.02	2.88	29	2	7	22	15	24	2 TEACHERS	436	20		1	6	22	45	29	3.55	.66	4.88

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL	
0036-002	06/10/76	DEPT- LANGUAGE ARTS	PAGE 2.07
SCHOOL NAME		SYSTEM NAME	
ALL MIDDLE SCHOOLS		SUMMARY OF ALL SCHOOLS IN SURVEY	

IS											SHOULD BE								INTENSITY SCORE
			FREQUENCY								FREQUENCY								
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 31 32 33 34 35 36	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	XXXXX XXXXX
								31 YOU HAVE A CHANCE TO SHOW CONCERN FOR OTHERS											
.96	2.33	4	6	18	37	21	13	1 STUDENTS	1792	80	6	3	18	29	39	5	3.17	.87	4.62
.92	2.95	28	2	3	21	21	24	2 TEACHERS	436	20	2		6	23	40	29	3.49	.65	3.47
								32 YOUR LEADERS SUPPORT AND BACK YOU UP											
.95	2.05	4	6	29	34	15	9	1 STUDENTS	1792	80	5	3	20	32	35	5	3.09	.87	5.34
.97	3.08	28	2	5	14	20	30	2 TEACHERS	436	20	1		2	16	52	29	3.71	.53	4.27
								33 YOU COMMUNICATE WITH LEADERS TO HELP IMPROVE THINGS											
.94	2.13	4	6	25	38	17	10	1 STUDENTS	1792	80	6	3	18	32	36	5	3.12	.86	5.19
.93	2.85	29	1	5	23	22	22	2 TEACHERS	436	20			3	24	44	29	3.58	.57	4.60
								34 YOUR LEADERS TRY TO GET YOUR IDEAS											
1.00	2.19	4	7	25	34	17	12	1 STUDENTS	1792	80	6	5	19	32	32	5	3.03	.90	4.38
1.01	2.72	28	1	8	23	19	20	2 TEACHERS	436	20			4	25	41	29	3.52	.62	4.99
								35 YOUR LEADERS USE YOUR HELP TO SOLVE A COMMON PROBLEM											
.90	1.94	5	8	30	36	14	7	1 STUDENTS	1792	80	8	4	26	29	28	5	2.93	.89	4.74
1.01	2.65	29	2	9	23	18	18	2 TEACHERS	436	20	1		6	24	39	29	3.46	.69	4.94
								36 YOU ARE ENCOURAGED TO GIVE HELP TO OTHERS TO MAKE THINGS BETTER											
.95	2.25	5	7	20	37	19	12	1 STUDENTS	1792	80	6	4	20	31	33	6	3.07	.87	4.36
1.01	2.70	28	1	9	22	20	19	2 TEACHERS	436	20			8	24	39	29	3.43	.71	4.47

DIAGNOSTIC
SURVEY
for
LEADERSHIP
IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0034-002	06/10/76	DEPT- LANGUAGE ARTS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 2.06

IS								ITEMS 37 38 39 40 41 42	SHOULD BE											INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMIT	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMIT	MEAN	STANDARD DEVIATION	XXXXX XXXXX
								37 DECISIONS ARE MADE BY THOSE CLOSE TO THE PROBLEM SOURCE											
.93	2.30	5	17	16	33	19	10	1 STUDENTS	1792	80	13	5	20	28	29	6	3.00	.91	3.71
.96	2.81	29	5	6	22	19	20	2 TEACHERS	436	20	2		4	20	44	29	3.57	.63	4.96
								38 ONES WHO MAKE DECISIONS WHICH AFFECT YOU ARE AWARE OF THE THINGS YOU FACE											
.94	2.09	5	11	25	34	16	8	1 STUDENTS	1792	80	8	3	14	28	40	6	3.22	.87	6.90
.98	2.76	29	3	7	22	19	20	2 TEACHERS	436	20	1		4	16	47	30	3.63	.58	5.39
								39 YOU OR YOUR PEERS INFLUENCE WHAT HAPPENS TO YOU											
.96	2.38	5	16	17	34	20	13	1 STUDENTS	1792	80	9	6	21	26	33	6	3.01	.94	3.39
.92	2.64	29	3	6	26	21	14	2 TEACHERS	436	20	1	1	7	22	40	29	3.44	.73	4.86
								40 DECISIONS ARE MADE IN SUCH A WAY THAT YOU DO NOT MIND CARRYING THEM OUT											
.85	2.13	5	9	19	44	15	7	1 STUDENTS	1792	80	7	9	20	29	33	6	3.05	.92	4.68
.91	2.85	28	1	4	23	23	21	2 TEACHERS	436	20			3	22	46	29	3.60	.56	4.22
								41 NEEDED WORK GETS DONE BECAUSE YOUR LEADERS AND PEERS WORK TOGETHER											
.93	2.26	6	9	21	36	19	12	1 STUDENTS	1792	80	6	3	18	26	41	7	3.22	.85	5.41
.96	2.80	29	2	6	22	21	20	2 TEACHERS	436	20	1		3	20	46	29	3.64	.53	5.38
								42 YOUR LEADERS TRY TO GET YOU TO REACH HIGH GOALS											
1.04	2.78	4	6	12	26	22	28	1 STUDENTS	1792	80	4	3	13	29	49	7	3.33	.81	3.73
1.05	2.98	29	3	6	13	19	25	2 TEACHERS	436	20	1		3	19	48	29	3.63	.59	4.60

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0034-002	06/10/76	DEPT- LANGUAGE ARTS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 2.09

IS									SHOULD BE										INTENSITY SCORE
			FREQUENCY								FREQUENCY								
STANDARD DEVIATION	MEAN	NR	?	1 AN	2 S	3 O	4 AA	ITEMS 43 44 45 46 47 48	N	%	?	5 AN	6 S	7 O	8 AA	NR			XXXXX XXXXX
								43 YOU TAKE PART IN JUDGING YOUR PERFORMANCE											
.98	2.28	7	8	23	33	18	11	1 STUDENTS	1792	80	7	5	19	28	34	7	3.06	.91	4.52
1.10	2.74	29	6	11	14	18	22	2 TEACHERS	436	20	2		6	19	44	30	3.55	.65	4.98
								44 YOUR PEERS ACCEPT WHAT IS EXPECTED OF THEM											
.91	2.22	7	9	18	38	18	9	1 STUDENTS	1792	80	7	3	19	28	35	8	3.11	.88	4.74
.88	2.83	28	6	3	23	23	18	2 TEACHERS	436	20	3		5	22	41	29	3.53	.63	4.45
								45 YOUR LEADERS WORK WITH YOU AND YOUR PEERS IN FRIENDLY WAYS											
1.00	2.48	8	4	17	34	21	17	1 STUDENTS	1792	80	4	3	11	27	47	8	3.35	.81	5.31
.92	3.14	29	1	4	15	19	33	2 TEACHERS	436	20			1	17	52	29	3.72	.48	3.97
								46 YOUR LEADERS USE WHAT THEY "FIND OUT" TO MAKE THINGS BETTER											
.96	2.36	8	8	16	35	21	13	1 STUDENTS	1792	80	7	4	15	27	39	8	3.19	.88	4.60
.98	2.88	29	6	5	19	19	22	2 TEACHERS	436	20	3		3	18	47	29	3.65	.56	5.02
								47 THINGS ARE ORGANIZED SO THAT YOU OR YOUR PEERS CAN HELP MAKE DECISIONS											
.93	2.10	8	7	24	36	17	8	1 STUDENTS	1792	80	6	2	17	31	38	9	3.15	.83	5.51
1.01	2.70	29	3	8	23	18	19	2 TEACHERS	436	20	1		6	19	44	29	3.55	.65	5.31
								48 MOST ALL WORK TOGETHER TO GET THE JOB DONE											
.96	2.22	9	7	21	34	19	11	1 STUDENTS	1792	80	6	4	15	30	37	9	3.16	.86	5.18
.90	2.86	29	1	6	22	19	23	2 TEACHERS	436	20	1		3	18	49	29	3.65	.57	5.14

DIAGNOSTIC
SURVEY
for
LEADERSHIP
IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	DEPT- LANGUAGE ARTS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 2.10

IS									SHOULD BE											INTENSITY SCORE
			FREQUENCY								FREQUENCY								
STANDARD DEVIATION	MEANS	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 49 50 51 52	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEANS	STANDARD DEVIATION	XXX XX
1.02 .98	2.42 2.98	9 29	9 3	17 6	32 16	20 22	13 25	49 YOUR LEADERS SHARE WITH YOU MOST ALL THE INFORMATION YOU NEED OR WANT 1 STUDENTS 2 TEACHERS	1792 436	80 20	5 1	3	14 2	26 18	43 50	9 29	3.27 3.68	.85 .34	4.80 4.78
.99 .96	2.48 3.08	9 29	9 1	14 4	33 16	21 18	14 32	50 MOST ALL GET ALONG WELL AND HELP EACH OTHER 1 STUDENTS 2 TEACHERS	1792 436	80 20	3	3	12 2	27 14	46 54	10 29	3.33 3.74	.81 .50	5.18 4.48
.91 .93	2.30 2.61	9 29	11 8	19 8	36 23	19 18	11 14	51 INFO ON WHAT YOU DO AND HOW WELL YOU DO IT IS USED TO HELP SOLVE PROBLEMS 1 STUDENTS 2 TEACHERS	1792 436	80 20	6 3	4	14 6	28 21	36 42	9 29	3.13 3.53	.88 .65	4.87 5.64
.93 1.00	2.35 2.76	9 29	12 4	16 7	33 22	17 18	16 26	52 THE LEADERS WORK WITH THEIR PEERS AND PEOPLE BELOW THEM TO MAKE DECISIONS 1 STUDENTS 2 TEACHERS	1792 436	80 20	6	3	14 5	27 21	37 64	10 30	3.23 3.54	.86 .64	5.36 4.91

DIAGNOSTIC
SURVEY
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LEADERSHIP
IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL	
0624-262	06/16/76	DEPT- LANGUAGE ARTS	PAGE 2-11
SCHOOL NAME		SYSTEM NAME	
ALL MIDDLE SCHOOLS		SUMMARY OF ALL SCHOOLS IN SURVEY	

IS								FACTOR DEFINITIONS	SHOULD BE											INTENSITY SCORE
			FREQUENCY								FREQUENCY									
[illegible]	[illegible]	[illegible]	?	1 AN	2 S	3 O	4 AA		N	%	?	5 AN	6 S	7 O	8 AA	[illegible]	[illegible]	[illegible]		
	2.26 2.90							CONFIDENCE AND TRUST ITEMS 01 04 05 12 14 15 16 17 18 26 32 41 44 49 1 STUDENTS 2 TEACHERS									3.12 3.64		4.71 4.40	
	2.48 2.71							COMMUNICATION ITEMS 13 19 20 21 23 24 25 30 33 34 1 STUDENTS 2 TEACHERS									3.04 3.40		4.76 4.76	
	2.38 2.74							CONTROL ITEMS 06 28 29 31 36 42 43 51 1 STUDENTS 2 TEACHERS									3.17 3.51		4.52 4.61	
	2.54 2.39							DECISION-MAKING ITEMS 02 03 07 10 11 22 35 37 38 39 1 STUDENTS 2 TEACHERS									3.07 3.53		4.84 4.80	
	2.66 2.04							INTERACTION INFLUENCE ITEMS 08 09 27 40 45 46 47 48 50 52 1 STUDENTS 2 TEACHERS									3.10 3.50		5.27 4.62	

DIAGNOSTIC
SURVEY
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LEADERSHIP
IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0034-002	06/10/76	DEPT- LANGUAGE ARTS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 2-12

IS								CRITICAL ITEMS STUDENTS	SHOULD BE											INTENSITY SCORE
			FREQUENCY								FREQUENCY									
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 O	4 AA		N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	XXXXX XXXXX	

10 ITEMS WITH HIGHEST INTENSITY SCORES.

INTENSITY SCORE	ITEM NO	ITEM	DIRECTIONS FOR IMPROVEMENT	PLAN MADE	ACTION TAKEN
6.32	11	YOUR LEADERS KNOW HOW IT IS FROM YOUR POINT OF VIEW.	LEADERS MAKE OBSERVABLE ATTEMPTS TO OBTAIN AND ACT UPON INFORMATION FROM SUBORDINATES ABOUT ORGANIZATIONAL GOALS AND TASKS.		
6.01	09	YOUR LEADERS TREAT YOU IN WAYS WHICH MAKE YOU FEEL IMPORTANT.	SUBORDINATES' IDEAS AND ACTIONS ARE GIVEN THE SAME CONSIDERATION AS ARE COLLEAGUES'.		
6.00	38	THE PEOPLE WHO MAKE DECISIONS WHICH AFFECT YOU ARE AWARE OF THE THINGS YOU FACE.	LEADERS KNOW AND UNDERSTAND PROBLEMS OF SUBORDINATES VERY WELL.		
5.91	04	YOUR LEADERS WORK WITH YOU IN SUCH A WAY THAT YOU LIKE TO DO WHAT THEY EXPECT.	SUBORDINATES ARE GIVEN AN OPPORTUNITY TO WORK OUT MUTUALLY ACCEPTABLE WAYS OF DOING THINGS.		
5.58	20	IDEAS FOR WAYS TO IMPROVE THINGS COME FROM ALL CONCERNED.	INFORMATION FOR OPERATION AND IMPROVEMENT OF THE ORGANIZATION IS GATHERED FROM ALL LEVELS.		
5.56	06	YOUR LEADERS DISCUSS WITH YOU OR YOUR PEERS WAYS TO IMPROVE THINGS.	SUBORDINATE INPUT FOR DETERMINING GOALS, METHODS, AND ACTIVITIES SHOULD BE UTILIZED.		
5.52	17	WHEN DECISIONS ARE MADE THEY ARE BASED ON INFO WHICH YOU THINK IS RIGHT AND FAIR.	COMPLETE AND ACCURATE INFORMATION IS GATHERED, AND MADE AVAILABLE, BEFORE FINAL DECISIONS ARE MADE.		
5.51	47	THINGS ARE ORGANIZED SO THAT YOU OR YOUR PEERS CAN HELP MAKE DECISIONS.	THE ORGANIZATION SHOULD BE STRUCTURED SO THAT SUBORDINATE INPUT IS USED FOR MAKING DECISIONS.		
5.41	41	NEEDED WORK GETS DONE BECAUSE OF THE WAY YOUR LEADERS AND PEERS WORK TOGETHER.	PEOPLE IN THE ORGANIZATION WORK CO-OPERATIVELY ON JOINT PROBLEMS, TREATING SUBORDINATES AS EQUALS.		
5.38	03	YOU OR YOUR PEERS CAN TAKE PART IN IMPROVING THINGS.	INCREASE OPPORTUNITIES FOR SUBORDINATES TO TAKE A MORE ACTIVE PART IN IMPROVING THE OPERATION OF THE SCHOOL.		

DIAGNOSTIC
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LEADERSHIP
IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	DEPT- LANGUAGE ARTS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 2.13

IS								CRITICAL ITEMS TEACHERS	SHOULD BE											INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMITS	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	XXXXX XXXXX

10 ITEMS WITH HIGHEST INTENSITY SCORES.

INTENSITY SCORE	ITEM NO	ITEM	DIRECTIONS FOR IMPROVEMENT	PLAN MADE	ACTION TAKEN
6.43	06	YOUR LEADERS USE WHAT THEY KNOW ABOUT "HOW YOU ARE DOING" TO HELP YOU IMPROVE.	LEADERS MAKE AN EFFORT TO OBTAIN AND USE INFORMATION ABOUT SUBORDINATES' BEHAVIOR TO MAKE POSITIVE CHANGES.		
6.19	12	TRUE AND COMPLETE INFORMATION IS USED TO RATE WHAT YOU AND YOUR PEERS DO.	JOINT UNDERSTANDING OF EVALUATIVE CRITERIA SHOULD BE ESTABLISHED AND UTILIZED.		
5.64	51	INFORMATION ON WHAT YOU DO AND HOW WELL YOU DO IT IS USED TO HELP SOLVE PROBLEMS.	INFORMATION ABOUT SUBORDINATES IS USED FOR COOPERATIVE PROBLEM SOLVING AND GUIDANCE.		
5.56	20	IDEAS FOR WAYS TO IMPROVE THINGS COME FROM ALL CONCERNED.	INFORMATION FOR OPERATION AND IMPROVEMENT OF THE ORGANIZATION IS GATHERED FROM ALL LEVELS.		
5.55	38	THE PEOPLE WHO MAKE DECISIONS WHICH AFFECT YOU ARE AWARE OF THE THINGS YOU FACE.	LEADERS KNOW AND UNDERSTAND PROBLEMS OF SUBORDINATES VERY WELL.		
5.55	41	NEEDED WORK GETS DONE BECAUSE OF THE WAY YOUR LEADERS AND PEERS WORK TOGETHER.	PEOPLE IN THE ORGANIZATION WORK COOPERATIVELY ON JOINT PROBLEMS TREATING SUBORDINATES AS EQUALS.		
5.47	07	DECISIONS ARE MADE THROUGH TEAMWORK.	REPRESENTATIVES FROM DIFFERENT ORGANIZATIONAL LEVELS FORM DECISIONS-MAKING TEAMS.		
5.34	02	TEAMWORK IS USED TO IMPROVE THINGS.	WHENEVER POSSIBLE TEAMWORK SHOULD BE USED.		
5.31	47	THINGS ARE ORGANIZED SO THAT YOU OR YOUR PEERS CAN HELP MAKE DECISIONS.	THE ORGANIZATION SHOULD BE STRUCTURED SO THAT SUBORDINATE INPUT IS USED FOR MAKING DECISIONS.		
5.19	05	YOU HAVE FAITH AND TRUST IN YOUR LEADERS.	LEADERS DEMONSTRATE THAT THEY MAKE DECISIONS BASED UPON TECHNICAL AND SITUATIONAL KNOWLEDGE AND THAT THEY KEEP SUBORDINATES' POINT OF VIEW IN MIND.		

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/28/76	DEPT- SOCIAL STUDIES

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 3.01

IS								ALL ITEMS STUDENTS TO TEACHERS TEACHERS TO DEPT. HEADS	SHOULD BE											INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMITS	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	
1.02	2.29	7	8	21	33	17	14	TOTAL	1985	100	6	4	17	28	36	8	3.14	.89	4.42
1.00	2.44	9	10	14	38	17	12	1 BLACK	275	13	6	5	16	25	38	12	3.09	.93	3.48
1.02	2.24	7	8	22	32	17	14	2 WHITE	1661	83	6	4	17	29	36	8	3.14	.88	4.38
1.02	2.22	3	5	24	39	13	16	3 ORIENTAL	12		2	7	27	24	38	1	2.95	.99	3.77
.97	2.28	2	9	19	34	19	13	4 AMERICAN INDIAN	15		4	6	16	37	37	2	3.14	.84	4.62
1.09	2.46	1	12	14	32	19	24	5 PUERTO RICAN	4		10	8	21	14	46	1	3.16	1.03	2.88
1.03	2.31	6	5	23	36	21	14	6 MEXICAN AMERICAN	13		4	5	15	33	37	7	3.14	.88	4.58
.91	2.26		2	18	38	17	13	7 CUBAN	5		2	1	19	15	61	1	3.41	.84	4.58
1.00	2.22	4	9	23	34	17	13	STUDENTS	1729	87	7	4	19	29	36	5	3.09	.90	4.42
1.01	2.45	7	12	15	34	17	17	1 BLACK	248	14	7	5	19	25	36	7	3.07	.94	3.58
1.00	2.19	4	9	25	34	17	12	2 WHITE	1433	82	7	4	19	30	36	4	3.10	.89	4.61
1.00	2.28	3	9	21	37	17	15	3 OTHER	48	2	4	5	26	29	39	3	3.11	.92	4.42
.97	2.87	29	3	6	18	22	21	TEACHERS	256	12	1	1	9	22	46	32	3.50	.67	4.06
.83	2.90	34	2	1	22	23	18	1 BLACK	27	10	1		7	19	31	42	3.39	.73	3.00
.96	2.86	29	4	7	18	21	22	2 WHITE	228	89	1	1	9	22	42	31	3.51	.67	4.14
.67	3.02			2	19	62	21	3 OTHER	1				2	19	80		3.81	.44	5.38

DIAGNOSTIC
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IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0034-002	06/10/76	DEPT- SOCIAL STUDIES

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 3-02

IS									SHOULD BE										INTENSITY SCORE
			FREQUENCY								FREQUENCY								
STANDARD DEVIATION	MEANS	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 01 02 03 04 05 06	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEANS	STANDARD DEVIATION	
								01. YOUR LEADERS HAVE FAITH AND TRUST IN YOU											
.94	2.67		11	8	36	23	22	1 STUDENTS	1729	87	2	1	12	30	55	1	3.41	.74	4.49
.81	3.46	29	5	2	9	17	39	2 TEACHERS	256	13			3	13	52	32	3.71	.57	2.20
								02 TEAMWORK IS USED TO IMPROVE THINGS											
.97	2.58	1	5	19	38	22	14	1 STUDENTS	1729	87	8	2	18	30	37	2	3.16	.79	4.50
.95	2.78	28	2	6	22	23	19	2 TEACHERS	256	13	1		5	24	39	31	3.40	.66	4.48
								03 YOU OR YOUR PEERS CAN TAKE PART IN IMPROVING THINGS											
.94	2.22	1	7	21	41	18	12	1 STUDENTS	1729	87	4	2	16	37	40	2	3.21	.79	5.37
.93	2.89	29	2	4	21	22	22	2 TEACHERS	256	13		1	2	21	44	32	3.59	.62	4.58
								04 YOUR LEADERS WORK WITH YOU IN SUCH A WAY THAT YOU LIKE TO DO WHAT THEY EXPECT											
1.03	2.34	1	5	23	34	19	18	1 STUDENTS	1729	87	4	3	12	31	49	2	3.32	.81	5.30
.94	3.00	29	3	5	14	21	27	2 TEACHERS	256	13			2	19	48	34	3.64	.56	3.00
								05 YOU HAVE FAITH AND TRUST IN YOUR LEADERS											
1.04	2.83	1	4	11	30	21	30	1 STUDENTS	1729	87	5	2	9	23	60	1	3.40	.77	4.29
.87	3.19	29	2	2	14	21	32	2 TEACHERS	256	13	1		2	13	52	32	3.62	.52	3.00
								06 YOUR LEADERS USE WHAT THEY KNOW ABOUT HOW YOU ARE DOING TO HELP YOU IMPROVE											
1.03	2.90	1	9	15	29	24	22	1 STUDENTS	1729	87	5	2	16	36	38	2	3.06	.77	4.58
1.02	2.87	28	3	12	21	21	15	2 TEACHERS	256	13		1	8	22	[illegible]	32	[illegible]	.66	[illegible]

DSLI DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	04/16/76	DEPT- SOCIAL STUDIES

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY .

PAGE 3-03

IS								ITEMS 07 08 09 10 11 12	SHOULD BE										INTENSITY SCORE
			FREQUENCY								FREQUENCY								
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 O	4 AA		N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	
								07 DECISIONS ARE MADE THROUGH TEAMWORK											
.96	2.10	1	8	29	36	16	11	1 STUDENTS	1729	87	4	3	22	36	36	2	3.08	.85	5.07
1.01	2.73	29	3	9	19	21	19	2 TEACHERS	256	13	1	1	7	25	36	32	3.34	.74	3.83
								08 YOUR LEADERS DISCUSS WITH YOU OR YOUR PEERS WAYS TO IMPROVE THINGS.											
1.05	2.34	1	5	27	32	19	16	1 STUDENTS	1729	87	3	3	14	36	42	2	3.24	.86	5.46
.96	2.73	29	3	7	20	24	18	2 TEACHERS	256	13	1	1	4	25	39	33	3.49	.67	4.80
								09 YOUR LEADERS TREAT YOU IN WAYS WHICH MAKE YOU FEEL IMPORTANT											
.98	2.00	1	5	35	34	14	10	1 STUDENTS	1729	87	4	3	23	36	35	2	3.04	.86	5.36
1.02	2.81	29	2	9	17	21	22	2 TEACHERS	256	13	1		4	25	40	31	3.52	.63	4.49
								10 YOU OR YOUR PEERS TAKE A PART IN MAKING DECISIONS WHICH AFFECT YOU											
.94	2.08	1	12	26	37	16	9	1 STUDENTS	1729	87	9	8	21	38	20	2	2.98	.93	4.96
.99	2.70	29	3	9	21	21	16	2 TEACHERS	256	13	2		5	23	39	31	3.51	.65	5.08
								11 YOUR LEADERS KNOW HOW IT IS FROM YOUR POINT OF VIEW											
.97	1.98	2	12	33	32	12	9	1 STUDENTS	1729	87	6	3	16	38	39	2	3.16	.85	4.06
.99	2.96	29	3	7	14	22	25	2 TEACHERS	256	13			4	20	65	32	3.57	.63	3.96
								12 TRUE AND COMPLETE INFORMATION IS USED TO RATE WHAT YOU AND YOUR PEERS DO											
1.03	2.36	1	17	13	29	20	20	1 STUDENTS	1729	87	12	3	12	28	48	2	3.32	.84	4.66
1.02	2.66	30	6	10	19	20	16	2 TEACHERS	256	13	3	1	2	17	66	33	3.66	.66	5.99

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SCHOOL CODE	REPORT DATE	LEVEL
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SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 3.04

IS									SHOULD BE											INTENSITY SCORE
			FREQUENCY								FREQUENCY									
STANDARD DEVIATION	MEANS	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 13 14 15 16 17 18	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEANS	STANDARD DEVIATION		
								13 YOU KNOW HOW THINGS ARE FROM YOUR LEADERS' POINT OF VIEW											
.96	2.38	2	14	18	37	17	12	1 STUDENTS	1729	87	10	4	20	31	33	2	3.08	.89	4.38
.96	2.85	29	4	5	20	20	22	2 TEACHERS	256	13	1	1	4	25	37	32	3.67	.48	3.09
								14 LEADERS ARE TOLD WHAT THEY SHOULD KNOW IN AN OPEN WAY BY THOSE INVOLVED											
.98	2.08	1	25	24	29	12	9	1 STUDENTS	1729	87	16	4	19	30	29	2	3.04	.88	4.98
.86	2.74	29	7	4	22	24	14	2 TEACHERS	256	13	4	1	3	20	41	31	3.32	.48	4.88
								15 YOU FEEL CLOSE TO YOUR LEADERS											
.94	1.98	1	6	37	34	11	10	1 STUDENTS	1729	87	7	10	30	25	26	2	2.72	.99	3.08
1.04	2.72	29	2	10	20	19	20	2 TEACHERS	256	13	1	1	7	25	35	31	3.43	.71	4.38
								16 YOUR LEADERS LEAVE YOU FREE TO CONTROL YOUR BEHAVIOR											
.99	1.88	1	5	43	29	12	10	1 STUDENTS	1729	87	5	11	32	25	25	2	2.69	.97	3.78
.85	3.46	28	3	3	6	12	48	2 TEACHERS	256	13	2	1	3	14	49	31	3.64	.42	3.38
								17 WHEN DECISIONS ARE MADE THEY ARE BASED ON INFO. YOU THINK IS RIGHT AND FAIR											
.94	2.30	2	6	21	39	17	15	1 STUDENTS	1729	87	6	5	16	30	40	2	3.04	.86	3.08
.85	3.00	29	5	2	17	25	22	2 TEACHERS	256	13	3	1	5	18	42	31	3.43	.42	3.08
								18 YOU FEEL FRIENDLY WITH YOUR LEADERS											
1.00	[illegible]	2	8	18	36	14	22	1 STUDENTS	1729	87	6	5	30	29	40	2	[illegible]	.91	[illegible]
.92	3.00	29	2	2	13	14	38	2 TEACHERS	256	13	[illegible]	1	[illegible]	10	42	31	[illegible]	.44	[illegible]

DIAGNOSTIC
SURVEY
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LEADERSHIP
IMPROVEMENT

0836-002	06/10/76	DEPT- SOCIAL STUDIES
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY	

PAGE 3-05

IS								ITEMS 19 20 21 22 23 24			SHOULD BE								
[illegible]	[illegible]	[illegible]	FREQUENCY						N	%	FREQUENCY					[illegible]	[illegible]	[illegible]	[illegible]
			?	1 AN	2 S	3 O	4 AA				?	5 AN	6 S	7 O	8 AA				
								19 YOU OR YOUR PEERS CAN BRING ABOUT CHANGES IN POLICIES											
.91	1.[illegible]	2	19	32	32	11	6	1 STUDENTS	1729	87	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	2	[illegible]	.91	[illegible]
.97	2.[illegible]	29	4	8	21	22	16	2 TEACHERS	256	13	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	31	[illegible]	.74	[illegible]
								20 IDEAS FOR WAYS TO IMPROVE THINGS COME FROM ALL CONCERNED											
.97	2.[illegible]	2	12	22	38	16	12	1 STUDENTS	1729	87	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	2	[illegible]	[illegible]	[illegible]
.95	2.7[illegible]	29	4	7	21	22	16	2 TEACHERS	256	13	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	32	[illegible]	.64	[illegible]
								21 YOU OR YOUR PEERS CAN HELP CHANGE HOW THINGS ARE DONE											
.96	2.4[illegible]	2	9	31	28	14	9	1 STUDENTS	1729	87	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	.87	[illegible]
.99	2.6[illegible]	29	3	9	21	21	17	2 TEACHERS	256	13	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	32	[illegible]	.71	[illegible]
								22 WHEN YOUR LEADERS KNOW YOUR IDEAS THEY TRY TO USE THEM											
.92	2.0[illegible]	2	6	26	46	15	9	1 STUDENTS	1729	87	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	3	[illegible]	[illegible]	[illegible]
.92	2.7[illegible]	29	4	7	21	24	16	2 TEACHERS	256	13	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	30	[illegible]	.73	[illegible]
								23 YOU SHARE YOUR FEELINGS WITH YOUR LEADERS											
.94	1.8[illegible]	2	8	42	32	11	6	1 STUDENTS	1729	87	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	2	[illegible]	[illegible]	[illegible]
1.00	2.7[illegible]	29	2	9	19	22	16	2 TEACHERS	256	13	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	31	[illegible]	.66	[illegible]
								24 YOU ARE ABLE TO IMPROVE THINGS											
.93	2.1[illegible]	2	7	24	46	14	13	1 STUDENTS	1729	87	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	2	[illegible]	.86	[illegible]
.94	2.6[illegible]	29	3	7	25	20	13	2 TEACHERS	256	13	[illegible]	[illegible]	[illegible]	[illegible]	100	31	[illegible]	.76	[illegible]

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	DEPT- SOCIAL STUDIES

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 3-04

IS								ITEMS 25 26 27 28 29 30	SHOULD BE											INTENSITY SCORE
STANDARD DEVIATION	MEANS	OMITS	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMITS	MEANS	STANDARD DEVIATION	
1.03 .98	2.37 2.78	2 29	7 4	20 6	34 22	20 19	17 26	25 YOUR LEADERS SHOW THAT THE WORK DONE BY YOU AND YOUR PEERS IS IMPORTANT 1 STUDENTS 2 TEACHERS	1729 256	87 13	7 1	5	14 9	32 20	42 36	2 30	3.24 3.44	.83 .65	4.86 4.88
.92 1.05	1.74 2.58	2 29	5 2	48 13	38 28	6 20	3 17	26 YOU SHARE YOUR PROBLEMS WITH YOUR LEADERS 1 STUDENTS 2 TEACHERS	1729 256	87 13	3 2	19 2	38 18	21 21	19 32	2 32	2.48 3.24	1.00 .83	3.17 3.78
.84 .94	1.98 2.61	3 29	12 3	26 8	42 25	11 22	4 14	27 YOU OR YOUR PEERS CAN BRING ABOUT CHANGES IN WHAT IS DONE 1 STUDENTS 2 TEACHERS	1729 256	87 13	8	4 1	27 9	32 27	29 31	4 31	2.88 3.38	.87 .75	4.51 4.67
.95 .98	2.29 2.98	3 29	5 2	22 6	36 14	20 21	14 27	28 LEADERS PROVIDE CHANCES FOR YOU TO WORK WITH YOUR PEERS IN FRIENDLY WAYS 1 STUDENTS 2 TEACHERS	1729 .256	87 13	4 1	3	18 7	36 22	34 38	4 31	3.11 3.43	.83 .70	4.48 5.08
.97 .95	2.18 2.78	4 29	19 4	22 7	31 22	14 23	9 14	29 THOSE NOT IN CHARGE SHOW AS MUCH CONCERN ABOUT A JOB BEING DONE AS DO LEADERS 1 STUDENTS 2 TEACHERS	1729 256	87 13	14 3	5	18 6	31 26	26 36	5 31	2.97 3.44	.96 .65	4.28 4.48
1.08 1.00	2.28 2.98	4 29	9 2	24 7	38 18	16 23	14 26	30 YOU AND YOUR PEERS TELL IT "LIKE IT IS" TO YOUR LEADERS 1 STUDENTS 2 TEACHERS	1729 256	87 13	8 8	4	22 5	26 31	38 38	4 31	3.08 3.48	.96 .61	4.28 5.08

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	DEPT- SOCIAL STUDIES

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 3-07

IS									SHOULD BE										INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMITS	FREQUENCY ?	1 AN	2 S	3 O	4 AA	ITEMS 31 32 33 34 35 36	N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	
								31 YOU HAVE A CHANCE TO SHOW CONCERN FOR OTHERS											
.99	2.32	4	7	19	37	18	15	1 STUDENTS	1729	87	4	5	20	31	36	5	3.06	.90	3.90
.89	3.03	29	2	4	16	25	25	2 TEACHERS	256	13	1		9	25	37	31	3.45	.67	2.72
								32 YOUR LEADERS SUPPORT AND BACK YOU UP											
.96	2.03	5	7	30	35	14	9	1 STUDENTS	1729	87	5	4	19	32	38	5	3.08	.88	5.36
.94	3.15	29	5	5	15	16	32	2 TEACHERS	256	13	2		2	14	51	31	3.72	.55	3.91
								33 YOU COMMUNICATE WITH LEADERS TO HELP IMPROVE THINGS											
.95	2.16	5	6	24	36	17	11	1 STUDENTS	1729	87	5	4	19	31	35	5	3.08	.86	4.82
.92	2.67	29	2	5	20	24	21	2 TEACHERS	256	13	1		9	18	44	31	3.54	.66	4.48
								34 YOUR LEADERS TRY TO GET YOUR IDEAS											
1.02	2.16	5	8	27	32	14	12	1 STUDENTS	1729	87	6	5	20	30	33	5	3.04	.91	4.57
.95	2.81	29	2	6	20	23	20	2 TEACHERS	256	13	1		5	24	38	31	3.49	.65	4.28
								35 YOUR LEADERS USE YOUR HELP TO SOLVE A COMMON PROBLEM											
.92	1.96	6	6	31	34	13	7	1 STUDENTS	1729	87	7	4	26	30	26	7	2.90	.89	4.86
.98	2.73	29	3	8	21	21	16	2 TEACHERS	256	13	1		8	23	36	31	3.40	.72	4.10
								36 YOU ARE ENCOURAGED TO GIVE HELP TO OTHERS TO MAKE THINGS BETTER											
.97	2.19	6	7	23	34	17	11	1 STUDENTS	1729	87	6	4	22	31	32	6	3.03	.89	4.38
.94	2.79	29	3	4	20	24	16	2 TEACHERS	256	13	2	1	7	25	34	32	3.37	.73	3.57

DIAGNOSTIC
SURVEY
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LEADERSHIP
IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	04/10/76	DEPT- SOCIAL STUDIES

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 3.08

IS								ITEMS 37 38 39 40 41 42	SHOULD BE										INTENSITY SCORE
STANDARD DEVIATION	MEANS	OMITS	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMITS	MEANS	STANDARD DEVIATION	
								37 DECISIONS ARE MADE BY THOSE CLOSE TO THE PROBLEM SOURCE											
.95	2.84	7	17	15	32	19	11	1 STUDENTS	1729	87	14	5	19	27	29	7	3.01	.92	3.88
.89	2.64	30	6	4	18	25	16	2 TEACHERS	256	13	3		5	22	38	32	3.80	.64	4.38
								38 ONES WHO MAKE DECISIONS WHICH AFFECT YOU ARE AWARE OF THE THINGS YOU FACE											
.99	2.15	7	15	23	30	15	10	1 STUDENTS	1729	87	10	5	14	25	38	7	3.14	.92	3.36
.92	2.68	29	5	5	20	23	19	2 TEACHERS	256	13	1	1	4	19	48	31	3.57	.64	4.62
								39 YOU OR YOUR PEERS INFLUENCE WHAT HAPPENS TO YOU											
.97	2.35	7	12	16	35	16	14	1 STUDENTS	1729	87	10	7	18	27	30	7	2.97	.97	3.28
.93	2.76	29	5	5	22	21	17	2 TEACHERS	256	13	2	1	5	26	34	32	3.41	.69	4.06
								40 DECISIONS ARE MADE IN SUCH A WAY THAT YOU DO NOT MIND CARRYING THEM OUT											
.93	2.11	7	18	22	39	14	9	1 STUDENTS	1729	87	7	5	20	30	30	8	3.00	.91	4.00
.88	2.98	29	4	3	22	23	20	2 TEACHERS	256	13	2		4	22	42	31	3.84	.59	[illegible]
								41 NEEDED WORK GETS DONE BECAUSE YOUR LEADERS AND PEERS WORK TOGETHER											
.95	2.24	6	7	22	38	16	12	1 STUDENTS	1729	87	8	4	15	29	30	9	3.20	.87	3.22
.97	2.88	29	3	6	18	21	22	2 TEACHERS	256	13	1	1	2	18	46	31	[illegible]	.66	[illegible]
								42 YOUR LEADERS TRY TO GET YOU TO REACH HIGH GOALS											
1.04	2.78	8	9	13	26	23	27	1 STUDENTS	1729	87	14	3	12	25	38	8	[illegible]	.89	[illegible]
.94	2.84	29	6	4	18	21	22	2 TEACHERS	256	13	2	1	2	23	48	32	[illegible]	.62	[illegible]

DIAGNOSTIC
SURVEY
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LEADERSHIP
IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
[illegible]	04/10/76	DEPT- SOCIAL STUDIES

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 3-09

IS								ITEMS 43 44 45 46 47 48	SHOULD BE										INTENSITY SCORE
[illegible]	[illegible]	[illegible]	FREQUENCY						N	%	FREQUENCY					[illegible]	[illegible]	[illegible]	
			?	1 AN	2 S	3 O	4 AA				?	5 AN	6 S	7 O	8 AA				
								43 YOU TAKE PART IN JUDGING YOUR PERFORMANCE											
.99	2.12	8	9	24	32	15	11	1 STUDENTS	1729	87	8	4	19	29	31	9	3.04	.89	4.61
1.05	2.77	29	7	16	14	26	20	2 TEACHERS	256	13	3		7	18	48	32	3.51	.66	4.64
								44 YOUR PEERS ACCEPT WHAT IS EXPECTED OF THEM											
.98	2.22	9	16	16	37	16	16	1 STUDENTS	1729	87	9	4	17	29	32	10	3.09	.88	4.57
.65	2.95	30	9	2	16	26	16	2 TEACHERS	256	13	2		8	22	39	32	3.54	.61	3.62
								45 YOUR LEADERS WORK WITH YOU AND YOUR PEERS IN FRIENDLY WAYS											
1.02	2.45	9	5	16	32	20	17	1 STUDENTS	1729	87	4	2	11	27	46	10	3.34	.81	5.19
.86	3.18	30	2	4	11	23	30	2 TEACHERS	256	13	1	1	3	16	47	32	3.64	.62	3.13
								46 YOUR LEADERS USE WHAT THEY "FIND OUT" TO MAKE THINGS BETTER											
.96	2.40	9	10	15	32	19	14	1 STUDENTS	1720	87	7	3	15	28	36	10	3.20	.86	4.40
.96	2.84	30	5	7	16	22	20	2 TEACHERS	256	13	2		3	21	42	32	3.58	.60	4.75
								47 THINGS ARE ORGANIZED SO THAT YOU OR YOUR PEERS CAN HELP MAKE DECISIONS											
.95	2.12	10	9	25	34	15	9	1 STUDENTS	1729	87	7	3	19	30	34	10	3.15	.85	5.42
.99	2.70	30	3	8	21	20	16	2 TEACHERS	256	13	7	1	4	22	38	32	3.50	.66	4.96
								48 MOST ALL WORK TOGETHER TO GET THE JOB DONE											
1.00	2.23	10	8	22	31	17	12	1 STUDENTS	1729	87	7	4	16	28	35	10	3.14	.88	4.84
.96	2.85	30	3	6	19	22	20	2 TEACHERS	256	13	2		3	20	42	32	3.56	.61	4.80

DIAGNOSTIC
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IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	04/10/74	DEPT- SOCIAL STUDIES

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 3.10

IS								ITEMS 49 50 51 52	SHOULD BE										INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMIT	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMIT	MEAN	STANDARD DEVIATION	
								49 YOUR LEADERS SHARE WITH YOU MOST ALL THE INFORMATION YOU NEED OR WANT											
1.02	2.46	10	5	16	31	19	17	1 STUDENTS	1729	87	5	2	13	27	42	10	3.29	.82	4.87
1.00	2.92	36	3	6	13	23	23	2 TEACHERS	256	13		1	5	18	45	33	3.61	.64	4.29
								50 MOST ALL GET ALONG WELL AND HELP EACH OTHER											
.95	2.44	10	5	15	34	20	16	1 STUDENTS	1729	87	4	3	16	26	44	11	3.24	.83	5.20
.84	3.21	36	2	2	13	21	31	2 TEACHERS	256	13			5	16	47	32	3.65	.65	3.05
								51 INFO ON WHAT YOU DO AND HOW WELL YOU DO IT IS USED TO HELP SOLVE PROBLEMS											
.95	2.32	10	12	16	32	19	11	1 STUDENTS	1729	87	6	4	16	27	36	11	3.13	.95	4.41
.94	2.78	36	6	7	20	23	14	2 TEACHERS	256	13	2		4	20	36	32	3.44	.63	4.36
								52 THE LEADERS WORK WITH THEIR PEERS AND PEOPLE BELOW THEM TO MAKE DECISIONS											
.96	2.26	10	12	19	31	16	11	1 STUDENTS	1729	87	9	3	16	28	36	11	3.16	.87	5.00
.93	2.62	36	6	6	17	23	16	2 TEACHERS	256	13	2	1	4	23	36	32	3.51	.65	4.36

DIAGNOSTIC
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LEADERSHIP
IMPROVEMENT

SCHOOL CODE 0036-002	REPORT DATE 04/10/76	LEVEL DEPT- SOCIAL STUDIES		PAGE 3.11
SCHOOL NAME ALL MIDDLE SCHOOLS		SYSTEM NAME SUMMARY OF ALL SCHOOLS IN SURVEY		

IS								FACTOR DEFINITIONS	SHOULD BE										INTENSITY SCORE [illegible] XXXXX [illegible] XXXXX
			FREQUENCY									FREQUENCY							
STANDARD DEVIATION	MEAN	[illegible]	?	1 AN	2 S	3 O	4 AA		N	%	?	5 AN	6 S	7 O	8 AA	[illegible]	[illegible]	[illegible]	
	2.27 3.08							CONFIDENCE AND TRUST ITEMS 01 04 05 12 14 15 16 17 18 26 32 41 44 49 1 STUDENTS 2 TEACHERS									3.12 3.39		4.58 3.88
	2.18 2.78							COMMUNICATION ITEMS 13 19 20 21 23 24 25 30 33 34 1 STUDENTS 2 TEACHERS									3.01 3.43		4.52 4.03
	2.34 2.61							CONTROL ITEMS 06 28 29 31 36 42 43 51 1 STUDENTS 2 TEACHERS									3.14 3.46		4.38 4.07
	2.16 2.88							DECISION-MAKING ITEMS 02 03 07 10 11 22 35 37 38 39 1 STUDENTS 2 TEACHERS									3.09 3.46		4.63 4.13
	2.22 2.82							INTERACTION INFLUENCE ITEMS 08 09 27 40 45 46 47 48 50 52 1 STUDENTS 2 TEACHERS									3.19 3.52		4.99 4.22

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0026-002	06/10/76	DEPT- SOCIAL STUDIES

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY.

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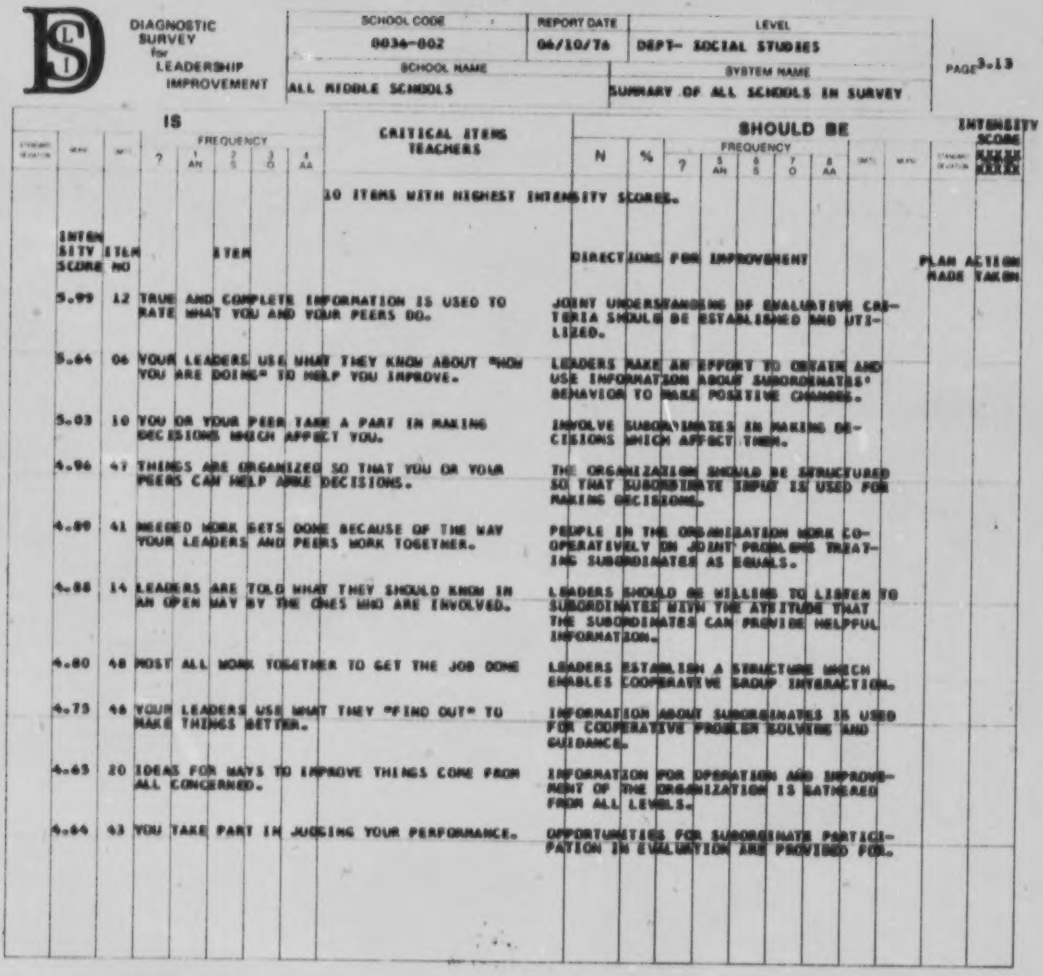
IS — SHOULD BE

CRITICAL ITEMS
STUDENTS

10 ITEMS WITH HIGHEST INTENSITY SCORES.

INTENSITY SCORE	ITEM NO	ITEM	DIRECTIONS FOR IMPROVEMENT	PLAN MADE	ACTION TAKEN
6.06	11	YOUR LEADERS KNOW HOW IT IS FROM YOUR POINT OF VIEW.	LEADERS MAKE OBSERVABLE ATTEMPTS TO OBTAIN AND ACT UPON INFORMATION FROM SUBORDINATES ABOUT ORGANIZATIONAL GOALS AND TASKS.		
5.54	04	YOUR LEADERS WORK WITH YOU IN SUCH A WAY THAT YOU LIKE TO DO WHAT THEY EXPECT.	SUBORDINATES ARE GIVEN AN OPPORTUNITY TO WORK OUT MUTUALLY ACCEPTABLE WAYS OF DOING THINGS.		
5.48	08	YOUR LEADERS DISCUSS WITH YOU OR YOUR PEERS WAYS TO IMPROVE THINGS.	SUBORDINATE INPUT FOR DETERMINING GOALS, METHODS, AND ACTIVITIES SHOULD BE UTILIZED.		
5.46	17	WHEN DECISIONS ARE MADE THEY ARE BASED ON INFO WHICH YOU THINK IS RIGHT AND FAIR.	COMPLETE AND ACCURATE INFORMATION IS GATHERED, AND MADE AVAILABLE, BEFORE FINAL DECISIONS ARE MADE.		
5.42	47	THINGS ARE ORGANIZED SO THAT YOU OR YOUR PEERS CAN HELP MAKE DECISIONS.	THE ORGANIZATION SHOULD BE STRUCTURED SO THAT SUBORDINATE INPUT IS USED FOR MAKING DECISIONS.		
5.37	03	YOU OR YOUR PEERS CAN TAKE PART IN IMPROVING THINGS.	INCREASE OPPORTUNITIES FOR SUBORDINATES TO TAKE A MORE ACTIVE PART IN IMPROVING THE OPERATION OF THE SCHOOL.		
5.36	09	YOUR LEADERS TREAT YOU IN WAYS WHICH MAKE YOU FEEL IMPORTANT.	SUBORDINATES' IDEAS AND ACTIONS ARE GIVEN THE SAME CONSIDERATION AS ARE COLLEAGUES'.		
5.36	32	YOUR LEADERS SUPPORT AND BACK YOU UP.	WHEN SUBORDINATES MAKE MISTAKES, THESE ARE USED AS LEARNING OPPORTUNITIES.		
5.36	38	THE PEOPLE WHO MAKE DECISIONS WHICH AFFECT YOU ARE AWARE OF THE THINGS YOU FACE.	LEADERS KNOW AND UNDERSTAND PROBLEMS OF SUBORDINATES VERY WELL.		
5.35	20	IDEAS FOR WAYS TO IMPROVE THINGS COME FROM ALL CONCERNED.	INFORMATION [illegible] OF THE [illegible] IS [illegible] FROM ALL LEVELS.		



DIAGNOSTIC
SURVEY
for
LEADERSHIP
IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0034-002	04/10/76	DEPT- SOCIAL STUDIES

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 3.13

IS — FREQUENCY: ? | 1 AN | 2 S | 3 O | 4 AA

CRITICAL ITEMS
TEACHERS

SHOULD BE — N | % | FREQUENCY: ? | 5 AN | 6 S | 7 O | 8 AA

INTENSITY SCORE

10 ITEMS WITH HIGHEST INTENSITY SCORES.

INTENSITY SCORE	ITEM NO	ITEM	DIRECTIONS FOR IMPROVEMENT	PLAN MADE	ACTION TAKEN
5.99	12	TRUE AND COMPLETE INFORMATION IS USED TO RATE WHAT YOU AND YOUR PEERS DO.	JOINT UNDERSTANDING OF EVALUATIVE CRITERIA SHOULD BE ESTABLISHED AND UTILIZED.		
5.64	06	YOUR LEADERS USE WHAT THEY KNOW ABOUT "HOW YOU ARE DOING" TO HELP YOU IMPROVE.	LEADERS MAKE AN EFFORT TO OBTAIN AND USE INFORMATION ABOUT SUBORDINATES' BEHAVIOR TO MAKE POSITIVE CHANGES.		
5.03	10	YOU OR YOUR PEER TAKE A PART IN MAKING DECISIONS WHICH AFFECT YOU.	INVOLVE SUBORDINATES IN MAKING DECISIONS WHICH AFFECT THEM.		
4.96	47	THINGS ARE ORGANIZED SO THAT YOU OR YOUR PEERS CAN HELP MAKE DECISIONS.	THE ORGANIZATION SHOULD BE STRUCTURED SO THAT SUBORDINATE INPUT IS USED FOR MAKING DECISIONS.		
4.89	41	NEEDED WORK GETS DONE BECAUSE OF THE WAY YOUR LEADERS AND PEERS WORK TOGETHER.	PEOPLE IN THE ORGANIZATION WORK COOPERATIVELY ON JOINT PROBLEMS TREATING SUBORDINATES AS EQUALS.		
4.88	14	LEADERS ARE TOLD WHAT THEY SHOULD KNOW IN AN OPEN WAY BY THE ONES WHO ARE INVOLVED.	LEADERS SHOULD BE WILLING TO LISTEN TO SUBORDINATES WITH THE ATTITUDE THAT THE SUBORDINATES CAN PROVIDE HELPFUL INFORMATION.		
4.80	48	MOST ALL WORK TOGETHER TO GET THE JOB DONE	LEADERS ESTABLISH A STRUCTURE WHICH ENABLES COOPERATIVE GROUP INTERACTION.		
4.75	46	YOUR LEADERS USE WHAT THEY "FIND OUT" TO MAKE THINGS BETTER.	INFORMATION ABOUT SUBORDINATES IS USED FOR COOPERATIVE PROBLEM SOLVING AND GUIDANCE.		
4.65	20	IDEAS FOR WAYS TO IMPROVE THINGS COME FROM ALL CONCERNED.	INFORMATION FOR OPERATION AND IMPROVEMENT OF THE ORGANIZATION IS GATHERED FROM ALL LEVELS.		
4.64	43	YOU TAKE PART IN JUDGING YOUR PERFORMANCE.	OPPORTUNITIES FOR SUBORDINATE PARTICIPATION IN EVALUATION ARE PROVIDED FOR.		

DIAGNOSTIC
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IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	DEPT- SCIENCE

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 4.01

IS								ALL ITEMS STUDENTS TO TEACHERS TEACHERS TO DEPT. HEADS	SHOULD BE										INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMITS	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	XXXXX
1.02	2.30	6	8	20	33	17	14	TOTAL	1793	100	6	4	17	27	37	9	3.14	.89	4.56
.99	2.36	11	12	16	32	16	14	1 BLACK	256	14	7	6	20	25	30	12	2.97	.95	3.25
1.02	2.29	6	7	21	33	17	14	2 WHITE	1482	82	6	4	16	28	38	9	3.17	.88	4.80
.95	2.58	15	5	10	30	24	16	3 ORIENTAL	12		5	3	14	27	35	15	3.19	.86	3.51
1.02	2.30	11	12	17	31	[illegible]	13	4 AMERICAN INDIAN	19	1	6	7	20	21	36	11	3.04	1.00	3.71
.86	1.79	1	29	31	29	[illegible]	4	5 PUERTO RICAN	6		22	8	30	23	15	1	2.59	.92	3.93
.96	2.42	6	9	12	37	[illegible]	15	6 MEXICAN AMERICAN	9		5	10	15	27	37	6	3.02	1.02	3.21
.93	2.08	10	6	28	38	[illegible]	7	7 CUBAN	6		4	2	5	19	60	10	3.59	.72	6.76
1.00	2.22	5	8	22	34	[illegible]	13	STUDENTS	1566	87	7	4	19	28	36	6	3.10	.91	4.63
.97	2.29	9	12	17	34	16	12	1 BLACK	230	14	8	6	22	26	27	10	2.91	.95	3.22
1.00	2.22	4	8	24	34	17	13	2 WHITE	1287	82	4	4	18	29	38	5	3.13	.89	4.86
1.00	2.28	8	11	18	32	17	13	3 OTHER	51	3	7	6	18	24	37	8	3.08	.97	4.10
.99	2.88	30	2	6	20	18	24	TEACHERS	225	12	1	1	4	21	42	32	3.35	.65	4.90
1.03	2.96	24	3	7	18	16	29	1 BLACK	28	12	2	1	4	18	47	28	3.38	.66	4.08
.99	2.86	30	2	6	20	19	23	2 WHITE	196	87	1	1	4	21	41	32	3.34	.65	4.35
		100						3 OTHER	1							100			

DIAGNOSTIC
SURVEY
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LEADERSHIP
IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	DEPT- SCIENCE

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 4-02

IS									SHOULD BE										INTENSITY SCORE
			FREQUENCY								FREQUENCY								
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 01 02 03 04 05 06	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	XXXXX XXXXX
								01 YOUR LEADERS HAVE FAITH AND TRUST IN YOU											
.94	2.46	2	10	9	33	23	22	1 STUDENTS	1568	87	4	1	12	26	56	2	3.41	.77	4.60
.78	3.20	29	2	1	8	21	36	2 TEACHERS	225	13			1	13	54	32	3.75	.51	2.57
								02 TEAMWORK IS USED TO IMPROVE THINGS											
.98	2.48	2	9	17	37	22	13	1 STUDENTS	1568	87	4	2	13	39	38	3	3.18	.81	4.20
.99	2.75	30		7	24	19	20	2 TEACHERS	225	13			3	23	42	32	3.53	.62	5.00
								03 YOU OR YOUR PEERS CAN TAKE PART IN IMPROVING THINGS											
.97	2.28	3	6	20	38	19	13	1 STUDENTS	1568	87	5	2	17	34	39	3	3.28	.81	5.09
.92	3.01	30		4	18	22	24	2 TEACHERS	225	13				17	49	32	3.71	.51	4.70
								04 YOUR LEADERS WORK WITH YOU IN SUCH A WAY THAT YOU LIKE TO DO WHAT THEY EXPECT											
1.05	2.36	2	9	21	34	18	19	1 STUDENTS	1568	87	4	3	13	31	46	3	3.36	.82	5.22
1.00	3.00	29		7	14	20	36	2 TEACHERS	225	13		1	2	15	50	32	3.69	.39	4.37
								05 YOU HAVE FAITH AND TRUST IN YOUR LEADERS											
1.04	2.34	2	4	12	31	20	32	1 STUDENTS	1568	87	5	3	16	22	57	4	3.44	.81	4.32
1.00	3.12	30	1	6	14	17	38	2 TEACHERS	225	12			1	11	58	32	3.79	.48	4.60
								06 YOUR LEADERS USE WHAT THEY KNOW ABOUT HOW YOU ARE DOING TO HELP YOU IMPROVE											
1.06	2.88	2	8	17	30	22	22	1 STUDENTS	1568	87	6	3	12	27	49	3	3.25	.85	4.62
1.02	2.60	29	5	12	17	26	17	2 TEACHERS	225	12	5	1	3	25	46	32	3.55	.61	3.79

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IS									SHOULD BE											INTENSITY SCORE
			FREQUENCY								FREQUENCY									
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 07 08 09 10 11 12	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	[illegible]
								07 DECISIONS ARE MADE THROUGH TEAMWORK											
1.00	2.15	3	6	27	34	17	12	1 STUDENTS	1568	87	5	4	20	31	37	3	3.09	.89	4.92
1.04	2.70	29		9	25	16	21	2 TEACHERS	225	13			1	24	42	32	3.59	.57	5.90
								08 YOUR LEADERS DISCUSS WITH YOU OR YOUR PEERS WAYS TO IMPROVE THINGS.											
1.05	2.22	3	5	28	31	18	15	1 STUDENTS	1568	87	5	2	16	33	41	3	3.21	.82	5.37
.99	2.84	31		6	23	17	23	2 TEACHERS	225	13		1	3	21	43	32	3.56	.65	6.60
								09 YOUR LEADERS TREAT YOU IN WAYS WHICH MAKE YOU FEEL IMPORTANT											
.98	1.97	3	6	36	32	14	10	1 STUDENTS	1568	87	5	4	21	31	36	3	3.09	.88	5.46
1.00	2.85	29	1	6	22	18	24	2 TEACHERS	225	13			4	20	44	32	3.58	.62	6.60
								10 YOU OR YOUR PEERS TAKE A PART IN MAKING DECISIONS WHICH AFFECT YOU											
.96	2.16	3	9	24	36	17	11	1 STUDENTS	1568	87	8	6	23	31	30	3	2.93	.93	3.91
1.00	2.73	30	2	7	24	17	20	2 TEACHERS	225	13			2	25	40	32	3.55	.58	5.14
								11 YOUR LEADERS KNOW HOW IT IS FROM YOUR POINT OF VIEW											
.97	1.97	2	12	33	31	13	9	1 STUDENTS	1568	87	7	3	18	30	39	3	3.16	.86	4.10
.99	2.89	30	2	7	16	22	23	2 TEACHERS	225	13	2		2	20	44	32	3.62	.58	4.75
								12 TRUE AND COMPLETE INFORMATION IS USED TO RATE WHAT YOU AND YOUR PEERS DO											
1.04	2.47	3	16	15	30	18	18	1 STUDENTS	1568	87	10	3	13	26	45	3	3.30	.85	4.78
1.03	2.76	29	9	8	18	16	19	2 TEACHERS	225	13	1	1	1	21	44	32	3.61	.60	5.41

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IS									SHOULD BE											INTENSITY SCORE
			FREQUENCY								FREQUENCY									
STANDARD DEVIATION	MEANS	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 13 14 15 16 17 18	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEANS	STANDARD DEVIATION	
								13 YOU KNOW HOW THINGS ARE FROM YOUR LEADERS' POINT OF VIEW											
.95	2.29	2	12	17	39	17	13	1 STUDENTS	1568	87	9	5	21	29	33	3	3.06	.91	3.99
.90	2.82	30	2	6	19	24	19	2 TEACHERS	225	13		1	3	23	40	32	3.54	.64	4.57
								14 LEADERS ARE TOLD WHAT THEY SHOULD KNOW IN AN OPEN WAY BY THOSE INVOLVED											
.95	2.24	3	24	21	30	14	6	1 STUDENTS	1568	87	17	4	17	28	31	4	3.08	.89	4.99
.94	2.88	29	7	5	22	19	19	2 TEACHERS	225	13	2	1	4	19	43	32	3.57	.64	4.90
								15 YOU FEEL CLOSE TO YOUR LEADERS											
1.08	2.02	2	6	34	34	13	11	1 STUDENTS	1568	87	7	11	27	24	28	3	2.77	1.02	3.68
1.19	2.78	29	1	13	19	12	26	2 TEACHERS	225	13	1	1	4	25	37	32	3.46	.67	4.51
								16 YOUR LEADERS LEAVE YOU FREE TO CONTROL YOUR BEHAVIOR											
.97	1.88	3	6	41	30	11	9	1 STUDENTS	1568	87	6	13	30	22	25	3	2.68	1.03	3.48
.88	3.42	30	1	2	8	16	43	2 TEACHERS	225	13	2	1	1	15	40	32	3.48	.62	1.86
								17 WHEN DECISIONS ARE MADE THEY ARE BASED ON INFO. YOU THINK IS RIGHT AND FAIR											
.97	2.28	3	9	19	30	17	13	1 STUDENTS	1568	87	7	3	15	30	41	3	3.22	.85	3.16
.89	3.08	34	3	3	16	22	25	2 TEACHERS	225	13	2		2	18	40	32	3.66	.56	4.21
								18 YOU FEEL FRIENDLY WITH YOUR LEADERS											
1.08	2.88	2	4	16	30	26	22	1 STUDENTS	1568	87	5	4	16	28	42	3	3.17	.89	3.69
.98	3.08	29		5	9	12	44	2 TEACHERS	229	13			3	12	54	32	3.74	.56	3.76

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IS								ITEMS 19 20 21 22 23 24	SHOULD BE											INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMITS	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	XXXXX
.95 .97	2.08 2.80	3 29	17 6	31 7	30 25	12 18	7 17	19 YOU OR YOUR PEERS CAN BRING ABOUT CHANGES IN POLICIES 1 STUDENTS 2 TEACHERS	1568 225	87 13	12 2	5 1	25 6	27 26	28 33	3 32	2.88 3.36	.93 .71	4.86 4.18
.96 1.00	2.30 2.80	3 29	12 1	23 6	30 22	19 16	12 26	20 IDEAS FOR WAYS TO IMPROVE THINGS COME FROM ALL CONCERNED 1 STUDENTS 2 TEACHERS	1568 225	87 13	8	4 1	18 5	30 22	29 42	4 32	3.19 3.56	.87 .64	5.30 4.40
.92 .97	2.08 2.38	3 30	9 3	31 6	30 28	14 14	8 20	21 YOU OR YOUR PEERS CAN HELP CHANGE HOW THINGS ARE DONE 1 STUDENTS 2 TEACHERS	1568 225	87 13	6 2	4 1	24 8	29 24	28 36	4 32	3.01 3.44	.90 .70	3.13 4.42
.92 .94	2.12 2.66	3 29	7 4	25 3	29 28	16 22	16 13	22 WHEN YOUR LEADERS KNOW YOUR IDEAS THEY TRY TO USE THEM 1 STUDENTS 2 TEACHERS	1568 225	87 13	8 2	5	26 13	28 36	27 23	4 32	2.92 3.14	.88 .74	4.07 2.62
.95 .99	2.08 2.32	3 30	8	37 7	35 24	12 19	9 20	23 YOU SHARE YOUR FEELINGS WITH YOUR LEADERS 1 STUDENTS 2 TEACHERS	1568 225	87 13	7 3	13 1	31 16	25 24	22 32	3 32	2.62 3.38	1.00 .77	3.17 3.32
.94 .96	2.12 2.66	3 31	6 1	24 4	42 33	14 14	11 15	24 YOU ARE ABLE TO IMPROVE THINGS 1 STUDENTS 2 TEACHERS	1568 225	87 13	5 1	2 1	24 6	31 28	34 29	4 32	3.06 3.28	.86 .73	4.82 3.96

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IS									SHOULD BE										INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMITS	FREQUENCY ?	1 AN	2 S	3 O	4 AA	ITEMS 25 26 27 28 29 30	N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	
								25 YOUR LEADERS SHOW THAT THE WORK DONE BY YOU AND YOUR PEERS IS IMPORTANT											
1.03	2.36	3	6	19	36	21	17	1 STUDENTS	1568	87	4	3	19	31	42	4	3.23	.83	4.36
1.04	2.68	29	1	8	20	16	25	2 TEACHERS	225	13		1	4	23	40	32	3.50	.66	4.12
								26 YOU SHARE YOUR PROBLEMS WITH YOUR LEADERS											
.98	1.78	4	4	42	32	10	7	1 STUDENTS	1568	87	6	13	32	25	21	4	2.58	1.01	3.48
1.03	2.68	29		8	27	16	19	2 TEACHERS	225	13			11	25	31	32	3.26	.79	3.38
								27 YOU OR YOUR PEERS CAN BRING ABOUT CHANGES IN WHAT IS DONE											
.89	1.97	3	13	26	41	13	5	1 STUDENTS	1568	87	6	4	27	32	26	4	2.98	.88	4.32
.92	2.64	30	2	5	31	16	15	2 TEACHERS	225	13			6	29	31	32	3.32	.70	4.21
								28 LEADERS PROVIDE CHANCES FOR YOU TO WORK WITH YOUR PEERS IN FRIENDLY WAYS											
.92	2.37	4	5	16	36	21	19	1 STUDENTS	1568	87	4	3	17	39	36	5	3.16	.85	4.26
1.06	2.98	30	1	5	21	14	26	2 TEACHERS	225	13	1		5	24	38	32	3.46	.64	3.58
								29 THOSE NOT IN CHARGE SHOW AS MUCH CONCERN ABOUT A JOB BEING DONE AS DO LEADERS											
.93	2.08	4	17	23	33	14	6	1 STUDENTS	1568	87	14	6	20	26	28	6	2.96	.94	4.28
.99	2.62	31	5	6	22	17	15	2 TEACHERS	225	13	4	1	4	26	34	32	3.34	.73	4.24
								30 YOU AND YOUR PEERS TELL IT "LIKE IT IS" TO YOUR LEADERS											
1.04	2.58	3	5	24	33	17	18	1 STUDENTS	1568	87	5	7	26	26	27	6	3.08	.97	4.14
1.08	2.98	30	1	5	22	15	26	2 TEACHERS	225	13	1		4	23	30	32	3.52	.65	3.91

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IS								ITEMS 31 32 33 34 35 36	SHOULD BE										INTENSITY SCORE
			FREQUENCY								FREQUENCY								
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 O	4 AA		N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	
.96 .84	2.84 2.97	5 36	7	16 2	39 18	16 24	14 26	31 YOU HAVE A CHANCE TO SHOW CONCERN FOR OTHERS 1 STUDENTS 2 TEACHERS	1568 225	87 13	6	4	19 4	30 19	30 44	6 32	3.11 3.58	.86 .63	4.19 3.30
.97 .94	2.66 3.18	5 36	7 2	29 4	34 18	14 16	16 32	32 YOUR LEADERS SUPPORT AND BACK YOU UP 1 STUDENTS 2 TEACHERS	1568 225	87 13	6	4 1	20 1	29 12	35 52	6 32	3.07 3.73	.90 .59	5.22 4.11
.95 .96	2.16 2.66	6 36	6	22 5	36 22	16 19	11 22	33 YOU COMMUNICATE WITH LEADERS TO HELP IMPROVE THINGS 1 STUDENTS 2 TEACHERS	1568 225	87 13	6	4 1	19 4	29 20	35 42	7 32	3.08 3.54	.90 .67	4.82 4.28
1.02 1.04	2.14 2.76	7 36	6 2	28 9	31 22	16 14	12 23	34. YOUR LEADERS TRY TO GET YOUR IDEAS 1 STUDENTS 2 TEACHERS	1568 225	87 13	6 2	4 1	16 6	30 26	33 29	7 32	3.02 3.48	.94 .71	4.84 4.40
.96 .99	2.06 2.66	6 31	6 2	28 6	34 22	13 18	9 21	35 YOUR LEADERS USE YOUR HELP TO SOLVE A COMMON PROBLEM 1 STUDENTS 2 TEACHERS	1568 225	87 13	7 1	9	24 4	26 28	29 34	7 32	2.95 3.44	.92 .64	4.86 3.99
.99 1.04	2.41 2.66	7 36	6 1	23 11	34 26	19 18	13 26	36 YOU ARE ENCOURAGED TO GIVE HELP TO OTHERS TO MAKE THINGS BETTER 1 STUDENTS 2 TEACHERS	1568 225	87 13	7 1	4 2	26 7	26 27	30 32	8 32	3.04 3.32	.90 .74	4.38 3.84

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IS									SHOULD BE											INTENSITY SCORE
			FREQUENCY								FREQUENCY									
STANDARD DEVIATION	MEANS	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 37 38 39 40 41 42	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEANS	STANDARD DEVIATION	XXXXX XXXXX
								37 DECISIONS ARE MADE BY THOSE CLOSE TO THE PROBLEM SOURCE											
.95	2.28	7	15	17	33	16	16	1 STUDENTS	1568	87	12	4	19	26	29	8	3.02	.91	3.92
.91	2.88	32	5	4	28	20	20	2 TEACHERS	225	13	2	1	4	22	38	32	3.49	.68	4.00
								38 ONES WHO MAKE DECISIONS WHICH AFFECT YOU ARE AWARE OF THE THINGS YOU FACE											
.97	2.12	7	11	24	33	14	10	1 STUDENTS	1568	87	7	4	17	26	37	8	3.14	.91	3.36
1.08	2.88	30	1	7	28	17	25	2 TEACHERS	225	13			2	20	44	32	3.44	.57	4.95
								39 YOU OR YOUR PEERS INFLUENCE WHAT HAPPENS TO YOU											
.97	2.30	7	9	18	34	17	13	1 STUDENTS	1568	87	9	6	22	28	31	6	2.87	.95	3.33
.93	2.88	30	3	3	25	19	20	2 TEACHERS	225	13	2	1	7	19	29	33	3.48	.74	3.88
								40 DECISIONS ARE MADE IN SUCH A WAY THAT YOU DO NOT MIND CARRYING THEM OUT											
.96	2.12	7	10	20	42	13	9	1 STUDENTS	1568	87	3	5	21	27	32	8	3.03	.92	4.64
.91	2.98	30	1	4	21	22	22	2 TEACHERS	225	13		1	2	22	43	32	3.57	.62	4.30
								41 NEEDED WORK GETS DONE BECAUSE YOUR LEADERS AND PEERS WORK TOGETHER											
.96	2.30	8	7	20	34	17	12	1 STUDENTS	1568	87	6	4	18	27	46	9	3.21	.87	5.38
1.03	2.88	30	2	7	16	19	25	2 TEACHERS	225	13	2		2	17	46	32	3.48	.56	5.12
								42 YOUR LEADERS TRY TO GET YOU TO REACH HIGH GOALS											
1.08	2.46	9	5	12	28	21	24	1 STUDENTS	1568	87	4	2	12	[illegible]	47	10	3.34	.86	3.97
1.08	[illegible]	30	2	8	16	14	34	2 TEACHERS	225	13	2	1	2	16	67	32	3.48	.62	4.99

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IS									SHOULD BE											INTENSITY SCORE
			FREQUENCY								FREQUENCY									
STANDARD DEVIATION	MEANS	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 43 44 45 46 47 48	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEANS	STANDARD DEVIATION	XXXXX XXXXX
								43 YOU TAKE PART IN JUDGING YOUR PERFORMANCE											
.99	2.18	9	8	23	32	16	11	1 STUDENTS	1568	87	7	4	19	27	33	10	3.05	.91	4.88
1.06	2.76	31	6	9	16	17	20	2 TEACHERS	225	13	3		3	22	40	32	3.34	.62	4.91
								44 YOUR PEERS ACCEPT WHAT IS EXPECTED OF THEM											
.90	2.20	10	8	18	39	17	9	1 STUDENTS	1568	87	7	3	17	27	34	11	3.13	.88	4.95
.93	2.83	30	2	4	25	18	21	2 TEACHERS	225	13	2		5	21	40	31	3.50	.67	4.24
								45 YOUR LEADERS WORK WITH YOU AND YOUR PEERS IN FRIENDLY WAYS											
.99	2.46	10	5	15	33	20	17	1 STUDENTS	1568	87	4	2	12	26	45	11	3.34	.81	5.10
.86	3.31	30		2	12	19	38	2 TEACHERS	225	13			2	14	52	32	3.73	.54	2.95
								46 YOUR LEADERS USE WHAT THEY "FIND OUT" TO MAKE THINGS BETTER											
.96	2.36	10	9	16	34	19	13	1 STUDENTS	1568	87	6	3	16	27	38	10	3.21	.86	4.73
1.03	2.93	30	4	7	18	16	26	2 TEACHERS	225	13	2	1	3	14	48	32	3.65	.63	4.73
								47 THINGS ARE ORGANIZED SO THAT YOU OR YOUR PEERS CAN HELP MAKE DECISIONS											
.95	2.16	10	7	22	35	17	10	1 STUDENTS	1568	87	6	3	18	28	33	10	3.10	.87	4.94
1.05	2.77	30	1	9	19	18	22	2 TEACHERS	225	13			2	21	44	32	3.61	.59	5.35
								48 MOST ALL WORK TOGETHER TO GET THE JOB DONE											
.97	2.31	11	7	17	34	18	12	1 STUDENTS	1568	87	6	3	14	27	37	12	3.19	.86	4.86
.97	2.87	30	1	6	18	22	22	2 TEACHERS	225	13	1	1	2	14	51	31	3.69	.60	5.87

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IS									SHOULD BE										INTENSITY SCORE
			FREQUENCY								FREQUENCY								
[illegible]	[illegible]	[illegible]	?	1 AN	2 S	3 O	4 AA	ITEMS 49 50 51 52	N	%	?	5 AN	6 S	7 O	8 AA	[illegible]	[illegible]	[illegible]	XXXXX
								49 YOUR LEADERS SHARE WITH YOU MOST ALL THE INFORMATION YOU NEED OR WANT											
1.02	2.48	10	5	16	30	26	17	1 STUDENTS	1568	87	5	3	14	34	45	11	3.28	.86	4.73
1.01	3.01	30	1	6	16	16	29	2 TEACHERS	225	13	1		1	17	46	32	3.70	.53	4.62
								50 MOST ALL GET ALONG WELL AND HELP EACH OTHER											
.99	2.46	11	5	15	32	21	16	1 STUDENTS	1568	87	4	2	12	25	44	12	3.32	.83	5.06
.93	3.07	30	1	4	15	22	26	2 TEACHERS	225	13	1			20	46	31	3.68	.52	4.11
								51 INFO ON WHAT YOU DO AND HOW WELL YOU DO IT IS USED TO HELP SOLVE PROBLEMS											
.94	2.22	11	16	15	35	18	11	1 STUDENTS	1568	87	9	3	15	27	35	11	3.18	.86	4.73
.95	2.78	30	5	7	19	26	19	2 TEACHERS	225	13	2	1	2	21	46	32	3.55	.64	4.67
								52 THE LEADERS WORK WITH THEIR PEERS AND PEOPLE BELOW THEM TO MAKE DECISIONS											
.98	2.24	11	11	26	32	16	11	1 STUDENTS	1568	87	10	3	15	25	35	11	3.16	.88	4.96
.93	2.94	30	4	6	16	22	25	2 TEACHERS	225	13	2		2	19	46	32	3.62	.57	4.58

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IS								FACTOR DEFINITIONS	SHOULD BE										INTENSITY SCORE XXXXX XXXXX
			FREQUENCY								FREQUENCY								
			?	1 AN	2 S	3 O	4 AA		N	%	?	AN	S	O	AA				
								CONFIDENCE AND TRUST ITEMS 01 04 05 12 14 15 16 17 18 26 32 41 44 49											
	2.27							1 STUDENTS									3.11		4.51
	3.01							2 TEACHERS									3.63		4.11
								COMMUNICATION ITEMS 13 19 20 21 23 24 25 30 33 34											
	2.14							1 STUDENTS									3.02		4.94
	2.78							2 TEACHERS									3.45		4.17
								CONTROL ITEMS 06 28 29 31 36 42 43 51											
	2.34							1 STUDENTS									3.13		4.64
	2.79							2 TEACHERS									3.50		4.46
								DECISION-MAKING ITEMS 02 03 07 10 11 22 35 37 38 39											
	2.18							1 STUDENTS									3.06		4.61
	2.81							2 TEACHERS									3.52		4.49
								INTERACTION INFLUENCE ITEMS 08 09 27 40 45 46 47 48 50 52											
	2.23							1 STUDENTS									3.16		5.01
	2.91							2 TEACHERS									3.60		4.49

DIAGNOSTIC
SURVEY
for
LEADERSHIP
IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	DEPT- SCIENCE

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY.

PAGE 4.12

IS								CRITICAL ITEMS STUDENTS	SHOULD BE											INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMITS	FREQUENCY						N	%	FREQUENCY						OMITS	MEAN	STANDARD DEVIATION	XXXXX
			?	1 AN	2 S	3 O	4 AA				?	5 AN	6 S	7 O	8 AA					

10 ITEMS WITH HIGHEST INTENSITY SCORES.

INTENSITY SCORE	ITEM NO	ITEM	DIRECTIONS FOR IMPROVEMENT	PLAN MADE	ACTION TAKEN
4.10	11	YOUR LEADERS KNOW HOW IT IS FROM YOUR POINT OF VIEW.	LEADERS MAKE OBSERVABLE ATTEMPTS TO OBTAIN AND ACT UPON INFORMATION FROM SUBORDINATES ABOUT ORGANIZATIONAL GOALS AND TASKS.		
3.46	09	YOUR LEADERS TREAT YOU IN WAYS WHICH MAKE YOU FEEL IMPORTANT.	SUBORDINATES' IDEAS AND ACTIONS ARE GIVEN THE SAME CONSIDERATION AS ARE COLLEAGUES'.		
3.38	20	IDEAS FOR WAYS TO IMPROVE THINGS COME FROM ALL CONCERNED.	INFORMATION FOR OPERATION AND IMPROVEMENT OF THE ORGANIZATION IS GATHERED FROM ALL LEVELS.		
3.37	08	YOUR LEADERS DISCUSS WITH YOU OR YOUR PEERS WAYS TO IMPROVE THINGS.	SUBORDINATE INPUT FOR DETERMINING GOALS, METHODS, AND ACTIVITIES SHOULD BE UTILIZED.		
3.36	36	THE PEOPLE WHO MAKE DECISIONS WHICH AFFECT YOU ARE AWARE OF THE THINGS YOU FACE.	LEADERS KNOW AND UNDERSTAND PROBLEMS OF SUBORDINATES VERY WELL.		
3.22	04	YOUR LEADERS WORK WITH YOU IN SUCH A WAY THAT YOU LIKE TO DO WHAT THEY EXPECT.	SUBORDINATES ARE GIVEN AN OPPORTUNITY TO WORK OUT MUTUALLY ACCEPTABLE WAYS OF DOING THINGS.		
3.22	32	YOUR LEADERS SUPPORT AND BACK YOU UP.	WHEN SUBORDINATES MAKE MISTAKES, THESE ARE USED AS GROWTH OPPORTUNITIES.		
3.19	41	NEEDED WORK GETS DONE BECAUSE OF THE WAY YOUR LEADERS AND PEERS WORK TOGETHER.	PEOPLE IN THE ORGANIZATION WORK CO-OPERATIVELY BY [illegible] TREATING SUBORDINATES AS EQUALS.		
3.18	21	YOU OR YOUR PEERS CAN HELP CHANGE HOW THINGS ARE DONE.	AFTER POLICY HAS BEEN DEVELOPED, SUBORDINATES CAN INFLUENCE HOW IT IS IMPLEMENTED.		
[illegible]	17	WHEN DECISIONS ARE MADE THEY ARE BASED ON [illegible] WHICH YOU THINK IS RIGHT AND FAIR.	COMPLETE AND ACCURATE INFORMATION IS GATHERED AND MADE AVAILABLE BEFORE FINAL DECISIONS ARE MADE.		

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

SCHOOL CODE: 0036-002
REPORT DATE: 04/10/76
LEVEL: DEPT- SCIENCE
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SYSTEM NAME: SUMMARY OF ALL SCHOOLS IN SURVEY
PAGE 4.13

IS — FREQUENCY: ? | 1 AN | 2 S | 3 O | 4 AA

CRITICAL ITEMS
TEACHERS

SHOULD BE — N | % | FREQUENCY: ? | 5 AN | 6 S | 7 O | 8 AA

INTENSITY SCORE
XXXXX
XXXXX

10 ITEMS WITH HIGHEST INTENSITY SCORES.

INTENSITY SCORE	ITEM NO	ITEM	DIRECTIONS FOR IMPROVEMENT	PLAN MADE	ACTION TAKEN
5.79	06	YOUR LEADERS USE WHAT THEY KNOW ABOUT "HOW YOU ARE DOING" TO HELP YOU IMPROVE.	LEADERS MAKE AN EFFORT TO OBTAIN AND USE INFORMATION ABOUT SUBORDINATES' BEHAVIOR TO MAKE POSITIVE CHANGES.		
5.59	07	DECISIONS ARE MADE THROUGH TEAMWORK.	REPRESENTATIVES FROM DIFFERENT ORGANIZATIONAL LEVELS FORM DECISIONS-MAKING TEAMS.		
5.41	12	TRUE AND COMPLETE INFORMATION IS USED TO RATE WHAT YOU AND YOUR PEERS DO.	JOINT UNDERSTANDING OF EVALUATIVE CRITERIA SHOULD BE ESTABLISHED AND UTILIZED.		
5.37	48	MOST ALL WORK TOGETHER TO GET THE JOB DONE	LEADERS ESTABLISH A STRUCTURE WHICH ENABLES COOPERATIVE GROUP INTERACTION.		
5.35	47	THINGS ARE ORGANIZED SO THAT YOU OR YOUR PEERS CAN HELP MAKE DECISIONS.	THE ORGANIZATION SHOULD BE STRUCTURED SO THAT SUBORDINATE INPUT IS USED FOR MAKING DECISIONS.		
5.14	10	YOU OR YOUR PEER TAKE A PART IN MAKING DECISIONS WHICH AFFECT YOU.	INVOLVE SUBORDINATES IN MAKING DECISIONS WHICH AFFECT THEM.		
5.13	41	NEEDED WORK GETS DONE BECAUSE OF THE WAY YOUR LEADERS AND PEERS WORK TOGETHER.	PEOPLE IN THE ORGANIZATION WORK COOPERATIVELY ON JOINT PROBLEMS TREATING SUBORDINATES AS EQUALS.		
5.04	02	TEAMWORK IS USED TO IMPROVE THINGS.	WHENEVER POSSIBLE TEAMWORK SHOULD BE USED.		
4.99	42	YOUR LEADERS TRY TO GET YOU TO REACH HIGH GOALS.	ENCOURAGEMENT IS GIVEN FOR SUBORDINATE ACHIEVEMENT OF HIGH, BUT REALISTIC GOALS.		
4.95	38	THE PEOPLE WHO MAKE DECISIONS WHICH AFFECT YOU ARE AWARE OF THE THINGS YOU FACE.	LEADERS KNOW AND UNDERSTAND PROBLEMS OF SUBORDINATES VERY WELL.		

DIAGNOSTIC
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SCHOOL CODE	REPORT DATE	LEVEL
[illegible]-002	04/10/74	DEPT- MATHEMATICS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 3.01

IS								ALL ITEMS STUDENTS TO TEACHERS TEACHERS TO DEPT. HEADS	SHOULD BE										INTENSITY SCORE
[illegible]	[illegible]	[illegible]	FREQUENCY						N	%	FREQUENCY					[illegible]	[illegible]	[illegible]	[illegible]
			?	1 AN	2 S	3 O	4 AA				?	5 AN	6 S	7 O	8 AA				
1.02	[illegible]	6	6	26	31	14	15	TOTAL	1943	100	6	3	17	28	36	10	3.14	.88	4.42
1.02	[illegible]	11	10	16	31	14	16	1 BLACK	299	15	7	5	20	22	30	15	2.99	.96	3.18
1.02	[illegible]	6	7	21	33	18	15	2 WHITE	1607	82	5	3	17	29	37	9	3.16	.86	4.40
.97	[illegible]	6	9	14	32	19	16	3 ORIENTAL	11		6	5	22	32	30	6	2.98	.90	2.97
1.07	2.21	4	16	26	22	17	12	4 AMERICAN INDIAN	8		2	5	22	30	34	4	3.04	.91	4.30
1.09	[illegible]	2	26	44	16	7	11	5 PUERTO RICAN	3		18	24	8	24	19	9	2.52	1.17	3.11
1.02	2.21	4	16	26	29	19	12	6 MEXICAN AMERICAN	9		6	4	21	29	36	4	3.07	.90	4.56
1.08	2.34	17	6	29	19	16	13	7 CUBAN	6		7	4	15	21	32	21	3.11	.94	3.08
1.02	[illegible]	5	9	23	34	17	14	STUDENTS	1642	84	7	4	20	28	35	6	3.06	.90	4.42
1.91	[illegible]	6	13	18	33	16	15	1 BLACK	264	16	7	6	22	23	29	12	2.94	.96	3.16
1.02	[illegible]	4	8	24	34	17	14	2 WHITE	1341	81	6	4	19	29	36	5	3.12	.88	4.74
1.04	[illegible]	7	13	22	29	16	13	3 OTHER	35	2	7	4	26	29	30	7	2.94	.94	3.60
.94	[illegible]	26	2	6	19	23	24	TEACHERS	301	15	1		5	26	40	28	3.46	.64	3.79
.91	3.11	29	3	3	13	16	29	1 BLACK	33	10	1		4	15	37	42	3.57	.66	3.07
.94	[illegible]	25	2	6	20	23	24	2 WHITE	266	88	1		5	27	40	26	3.47	.64	3.76
1.06	[illegible]		1	49	5	36	5	3 OTHER	2		1		7	12	72	9	3.72	.59	9.72

DIAGNOSTIC
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IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	DEPT- MATHEMATICS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 5.02

IS								ITEMS 01 02 03 04 05 06	SHOULD BE											INTENSITY SCORE
			FREQUENCY								FREQUENCY									
			?	1 AN	2 S	3 O	4 AA		N	%	?	5 AN	6 S	7 O	8 AA					XXXXX
								01 YOUR LEADERS HAVE FAITH AND TRUST IN YOU												
.99	2.48	2	10	6	37	22	23	1 STUDENTS	1642	85	2	1	13	28	51	4	3.38		.77	4.50
.75	3.42	24	4	1	7	20	44	2 TEACHERS	301	15	1		1	13	57	27	3.74		.49	2.09
								02 TEAMWORK IS USED TO IMPROVE THINGS												
1.00	2.88	2	6	25	36	16	15	1 STUDENTS	1642	85	4	2	21	34	34	4	3.16		.82	4.32
.96	2.78	25		6	25	24	19	2 TEACHERS	301	15			7	29	35	29	3.37		.66	2.90
								03 YOU OR YOUR PEERS CAN TAKE PART IN IMPROVING THINGS												
.97	2.28	2	7	22	37	19	13	1 STUDENTS	1642	85	4	2	16	34	38	4	3.17		.81	3.12
.86	2.93	25	1	3	22	27	22	2 TEACHERS	301	15			3	28	42	27	3.53		.57	4.13
								04 YOUR LEADERS WORK WITH YOU IN SUCH A WAY THAT YOU LIKE TO DO WHAT THEY EXPECT												
1.06	2.48	2	4	19	34	16	22	1 STUDENTS	1642	85	4	2	13	31	47	5	3.36		.76	3.28
.96	3.08	26		6	14	22	32	2 TEACHERS	301	15			5	21	46	28	3.58		.54	3.08
								05 YOU HAVE FAITH AND TRUST IN YOUR LEADERS												
1.03	[illegible]	2	4	9	30	21	34	1 STUDENTS	1642	85	2	2	9	24	57	5	3.46		.72	3.90
.86	[illegible]	25		3	12	25	34	2 TEACHERS	301	15			2	12	59	26	3.73		.47	3.78
								06 YOUR LEADERS USE WHAT THEY KNOW ABOUT HOW YOU ARE DOING TO HELP YOU IMPROVE												
1.04	[illegible]	2	9	16	[illegible]	25	24	1 STUDENTS	1642	85	[illegible]	2	12	29	50	5	3.46		.74	4.00
1.04	[illegible]	26	2	15	[illegible]	16	18	2 TEACHERS	301	15	2	1	8	36	28	29	3.66		.66	3.30

DIAGNOSTIC
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IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	DEPT- MATHEMATICS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 5.03

IS								ITEMS 07 08 09 10 11 12	SHOULD BE										INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMITS	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	
								07 DECISIONS ARE MADE THROUGH TEAMWORK											
1.01	2.09	2	7	35	32	14	12	1 STUDENTS	1642	85	5	3	23	35	33	4	3.04	.86	5.02
1.06	2.69	24	1	12	21	20	21	2 TEACHERS	301	15	1		9	27	36	28	3.36	.69	4.10
								08 YOUR LEADERS DISCUSS WITH YOU OR YOUR PEERS WAYS TO IMPROVE THINGS.											
1.06	2.29	3	4	26	31	19	17	1 STUDENTS	1642	85	3	3	17	35	38	4	3.16	.82	4.86
.98	2.78	26	1	8	20	25	21	2 TEACHERS	301	15			4	28	39	28	3.48	.62	4.32
								09 YOUR LEADERS TREAT YOU IN WAYS WHICH MAKE YOU FEEL IMPORTANT											
1.01	2.08	3	4	36	32	13	12	1 STUDENTS	1642	85	3	3	22	35	34	5	3.06	.86	5.26
1.00	2.95	27		8	16	23	27	2 TEACHERS	301	15			4	26	41	29	3.51	.62	3.61
								10 YOU OR YOUR PEERS TAKE A PART IN MAKING DECISIONS WHICH AFFECT YOU											
.96	2.08	2	10	27	35	16	9	1 STUDENTS	1642	85	6	6	24	29	27	4	2.84	.94	3.73
.94	2.78	27	1	7	21	26	18	2 TEACHERS	301	15			7	26	39	28	3.43	.69	4.09
								11 YOUR LEADERS KNOW HOW IT IS FROM YOUR POINT OF VIEW											
1.01	2.02	3	14	32	28	14	10	1 STUDENTS	1642	85	6	4	17	36	36	5	3.13	.88	5.06
.99	2.97	26	2	7	15	23	27	2 TEACHERS	301	15			2	24	46	28	3.59	.57	4.86
								12 TRUE AND COMPLETE INFORMATION IS USED TO RATE WHAT YOU AND YOUR PEERS DO											
1.02	2.56	3	16	13	26	26	16	1 STUDENTS	1642	85	11	3	15	29	42	5	3.24	.87	4.06
1.01	2.85	26	8	8	15	21	21	2 TEACHERS	301	15	2		2	21	47	28	3.44	.56	5.12

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SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	DEPT- MATHEMATICS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 5.04

IS								ITEMS 13 14 15 16 17 18	SHOULD BE											INTENSITY SCORE
STANDARD DEVIATION	MEANS	OMITS	?	1 AN	2 S	3 O	4 AA		N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEANS	STANDARD DEVIATION	
								13 YOU KNOW HOW THINGS ARE FROM YOUR LEADERS' POINT OF VIEW											
.97	2.38	3	12	16	36	16	13	1 STUDENTS	1642	85	8	4	22	28	32	5	3.03	.90	3.90
.92	3.08	27	2	5	22	25	26	2 TEACHERS	301	15	2		5	30	35	28	3.42	.64	3.70
								14 LEADERS ARE TOLD WHAT THEY SHOULD KNOW IN AN OPEN WAY BY THOSE INVOLVED											
.95	2.15	3	22	22	31	11	10	1 STUDENTS	1642	85	14	4	20	28	30	5	3.03	.99	4.64
.90	2.88	26	11	4	19	22	18	2 TEACHERS	301	15	3		4	23	46	28	3.56	.63	4.07
								15 YOU FEEL CLOSE TO YOUR LEADERS											
1.01	2.08	3	6	34	30	12	12	1 STUDENTS	1642	85	7	10	20	26	27	4	2.70	.99	3.70
1.09	3.08	27		9	18	20	26	2 TEACHERS	301	15	1	1	6	26	38	28	3.42	.78	3.30
								16 YOUR LEADERS LEAVE YOU FREE TO CONTROL YOUR BEHAVIOR											
1.08	1.98	3	5	43	26	13	12	1 STUDENTS	1642	85	5	11	24	23	22	5	3.48	.98	3.32
.70	3.44	26	1	1	9	17	48	2 TEACHERS	301	15		1	4	18	50	27	3.61	.63	1.06
								17 WHEN DECISIONS ARE MADE THEY ARE BASED ON INFO YOU THINK IS RIGHT AND FAIR											
.96	2.04	3	6	21	30	17	12	1 STUDENTS	1642	85	6	3	18	27	40	5	3.18	.86	3.19
.93	3.07	27	2	8	22	17	31	2 TEACHERS	301	15			4	20	47	28	3.50	.63	3.39
								18 YOU FEEL FRIENDLY WITH YOUR LEADERS											
1.09	2.08	3	6	16	30	21	22	1 STUDENTS	1642	85	6	3	17	20	48	5	3.23	.87	3.08
.88	3.38	26		2	12	13	46	2 TEACHERS	301	15			5	13	56	27	3.32	.32	3.48

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
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SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY.

PAGE 5.05

IS									SHOULD BE											INTENSITY SCORE
			FREQUENCY								FREQUENCY									
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 19 20 21 22 23 24	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	XXXXX
								19 YOU OR YOUR PEERS CAN BRING ABOUT CHANGES IN POLICIES											
.93	1.91	3	18	32	30	11	7	1 STUDENTS	1642	85	12	9	28	27	23	4	2.82	.91	4.30
.97	2.68	27	3	8	30	16	17	2 TEACHERS	301	15	1		7	34	30	27	3.31	.66	4.19
								20 IDEAS FOR WAYS TO IMPROVE THINGS COME FROM ALL CONCERNED											
1.01	2.27	4	11	22	33	17	14	1 STUDENTS	1642	85	8	3	17	29	38	5	3.16	.86	4.95
.96	2.73	26	3	7	23	23	18	2 TEACHERS	301	15	2		2	26	42	27	3.52	.60	5.00
								21 YOU OR YOUR PEERS CAN HELP CHANGE HOW THINGS ARE DONE											
.95	1.99	3	8	32	35	14	8	1 STUDENTS	1642	85	6	4	26	31	28	4	2.92	.89	4.62
.99	2.70	26	2	6	25	20	19	2 TEACHERS	301	15	1		6	33	34	27	3.38	.65	4.13
								22 WHEN YOUR LEADERS KNOW YOUR IDEAS THEY TRY TO USE THEM											
.95	2.13	4	8	24	38	15	10	1 STUDENTS	1642	85	6	4	25	31	28	5	2.93	.89	4.06
.92	2.77	26	4	4	28	19	20	2 TEACHERS	301	15	2		12	29	30	27	3.24	.75	2.82
								23 YOU SHARE YOUR FEELINGS WITH YOUR LEADERS											
.97	1.85	4	6	42	29	11	9	1 STUDENTS	1642	85	7	12	34	22	20	5	2.56	.99	3.18
1.06	2.88	27		8	22	21	23	2 TEACHERS	301	15	1	1	16	30	19	26	3.31	.73	3.11
								24 YOU ARE ABLE TO IMPROVE THINGS											
.96	2.12	3	6	26	39	15	11	1 STUDENTS	1642	85	4	2	24	31	33	5	3.04	.84	4.86
.87	2.91	26	3	7	33	20	11	2 TEACHERS	301	15		1	12	36	20	27	3.17	.72	3.36

DIAGNOSTIC
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SCHOOL CODE	REPORT DATE	LEVEL
0036-082	06/10/76	DEPT- MATHEMATICS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 3-06

IS									SHOULD BE											INTENSITY SCORE
			FREQUENCY								FREQUENCY									
STANDARD DEVIATION	MEANS	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 25 26 27 28 29 30	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEANS	STANDARD DEVIATION	XXXXX XXXXX
								25 YOUR LEADERS SHOW THAT THE WORK DONE BY YOU AND YOUR PEERS IS IMPORTANT											
1.03	2.48	3	7	19	31	20	20	1 STUDENTS	1642	85	8	1	14	31	43	5	3.29	.79	4.71
.96	2.88	26	2	7	13	24	24	2 TEACHERS	301	15	1	1	6	26	40	27	3.44	.70	3.53
								26 YOU SHARE YOUR PROBLEMS WITH YOUR LEADERS											
.98	1.66	3	9	42	30	11	8	1 STUDENTS	1642	85	7	13	32	21	22	5	2.61	1.02	3.42
1.03	2.86	26		12	23	22	19	2 TEACHERS	301	15	1	1	12	31	28	27	3.20	.75	3.27
								27 YOU OR YOUR PEERS CAN BRING ABOUT CHANGES IN WHAT IS DONE											
.86	1.98	3	13	25	41	12	6	1 STUDENTS	1642	85	7	3	28	31	26	5	2.90	.86	4.46
.89	2.68	26	3	6	30	21	14	2 TEACHERS	301	15	1		10	32	29	28	3.24	.71	3.88
								28 LEADERS PROVIDE CHANCES FOR YOU TO WORK WITH YOUR PEERS IN FRIENDLY WAYS											
1.00	2.28	4	9	25	34	17	12	1 STUDENTS	1642	85	4	3	22	38	32	6	3.05	.84	4.76
.95	2.86	26	1	5	22	22	24	2 TEACHERS	301	15		1	4	29	36	28	3.48	.68	3.36
								29 THOSE NOT IN CHARGE SHOW AS MUCH CONCERN ABOUT A JOB BEING DONE AS DO LEADERS											
.96	2.18	9	17	21	28	14	9	1 STUDENTS	1642	85	12	6	20	28	28	6	2.94	.93	4.13
.84	2.68	27	4	5	24	25	15	2 TEACHERS	301	15	3	1	6	31	32	28	3.33	.70	3.90
								30 YOU AND YOUR PEERS TELL IT "LIKE IT IS" TO YOUR LEADERS											
1.08	[illegible]	4	8	26	28	16	16	1 STUDENTS	1642	85	4	7	22	25	36	6	3.01	.97	4.00
.93	[illegible]	27		9	14	25	26	2 TEACHERS	301	15		1	5	23	44	28	3.52	.67	3.39

DIAGNOSTIC
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IMPROVEMENT

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SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 5-07

IS									SHOULD BE											INTENSITY SCORE
			FREQUENCY								FREQUENCY									
STANDARD DEVIATION	MEAN	OMIT	?	1 AN	2 S	3 O	4 AA	ITEMS 31 32 33 34 35 36	N	%	?	5 AN	6 S	7 O	8 AA	OMIT	MEAN	STANDARD DEVIATION		
								31 YOU HAVE A CHANCE TO SHOW CONCERN FOR OTHERS												
.96	2.32	4	7	16	36	20	14	1 STUDENTS	1642	85	7	4	21	28	33	6	3.07	.89		3.99
.84	3.00	26	1	2	19	28	24	2 TEACHERS	301	15	1		6	29	36	28	3.41	.66		2.62
								32 YOUR LEADERS SUPPORT AND BACK YOU UP												
.96	2.09	5	7	28	35	15	11	1 STUDENTS	1642	85	6	3	21	30	35	6	3.07	.87		5.08
.87	3.29	26	4	2	13	18	37	2 TEACHERS	301	15		1	2	16	54	28	3.70	.58		2.86
								33 YOU COMMUNICATE WITH LEADERS TO HELP IMPROVE THINGS												
.96	2.17	5	7	23	39	15	12	1 STUDENTS	1642	85	6	3	21	30	34	7	3.09	.86		4.82
.88	2.94	27	1	3	22	25	22	2 TEACHERS	301	15	1		3	30	39	28	3.51	.57		3.67
								34 YOUR LEADERS TRY TO GET YOUR IDEAS												
.99	2.12	5	10	26	33	15	11	1 STUDENTS	1642	85	7	5	22	28	31	7	2.98	.91		4.30
1.00	2.78	27	2	9	19	23	21	2 TEACHERS	301	15		1	9	29	37	28	3.42	.67		3.91
								35 YOUR LEADERS USE YOUR HELP TO SOLVE A COMMON PROBLEM												
.96	2.07	5	9	27	35	14	9	1 STUDENTS	1642	85	6	4	26	30	26	7	2.91	.88		4.18
.95	2.76	27	3	8	20	26	16	2 TEACHERS	301	15	1	1	10	28	32	28	3.27	.76		3.07
								36 YOU ARE ENCOURAGED TO GIVE HELP TO OTHERS TO MAKE THINGS BETTER												
.99	2.20	5	7	21	34	19	13	1 STUDENTS	1642	85	6	3	22	31	31	6	3.02	.87		3.98
.96	2.82	26	1	8	20	23	22	2 TEACHERS	301	15	1		13	26	31	28	3.08	.74		3.27

DIAGNOSTIC
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SCHOOL CODE	REPORT DATE	LEVEL
0836-082	06/10/76	DEPT- MATHEMATICS
SCHOOL NAME	SYSTEM NAME	
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY .	

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IS									SHOULD BE										INTENSITY SCORE
			FREQUENCY								FREQUENCY								
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 37 38 39 40 41 42	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	XXXXX XXXXX
								37 DECISIONS ARE MADE BY THOSE CLOSE TO THE PROBLEM SOURCE											
.96	2.38	6	17	16	33	16	12	1 STUDENTS	1642	85	11	3	20	27	29	7	3.03	.89	3.79
.92	2.68	27	4	5	19	24	19	2 TEACHERS	301	15	1	1	6	29	36	28	3.48	.68	3.42
								38 ONES WHO MAKE DECISIONS WHICH AFFECT YOU ARE AWARE OF THE THINGS YOU FACE											
.97	2.17	6	13	22	33	16	16	1 STUDENTS	1642	85	9	4	14	26	37	8	3.14	.89	3.27
.95	2.88	26	2	7	17	26	22	2 TEACHERS	301	15	1		3	25	44	27	3.48	.61	4.25
								39 YOU OR YOUR PEERS INFLUENCE WHAT HAPPENS TO YOU											
.96	2.38	6	16	17	37	17	12	1 STUDENTS	1642	85	9	6	21	26	30	7	2.93	.96	3.32
.89	2.96	26	3	6	22	28	15	2 TEACHERS	301	15	1	1	8	31	32	28	3.33	.70	3.50
								40 DECISIONS ARE MADE IN SUCH A WAY THAT YOU DO NOT MIND CARRYING THEM OUT											
.93	2.13	6	8	21	43	14	9	1 STUDENTS	1642	85	7	4	21	30	31	8	3.01	.89	4.32
.89	2.97	26	1	3	26	25	25	2 TEACHERS	301	15	1		5	24	42	28	3.52	.64	3.36
								41 NEEDED WORK GETS DONE BECAUSE YOUR LEADERS AND PEERS WORK TOGETHER											
1.01	2.29	7	6	22	32	19	13	1 STUDENTS	1642	85	6	4	14	31	38	8	3.19	.86	5.02
.93	2.89	26	1	4	24	22	24	2 TEACHERS	301	15			4	21	47	26	3.59	.60	4.88
								42 YOUR LEADERS TRY TO GET YOU TO REACH HIGH GOALS											
1.04	2.38	6	6	16	28	21	23	1 STUDENTS	1642	85	4	3	11	23	50	9	3.40	.83	3.88
.94	2.86	26	2	6	19	26	21	2 TEACHERS	301	15	1		5	26	42	28	3.64	.64	4.07

DIAGNOSTIC
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SCHOOL CODE	REPORT DATE	LEVEL
0034-002	04/10/76	DEPT- MATHEMATICS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

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IS									SHOULD BE										INTENSITY SCORE
			FREQUENCY								FREQUENCY								
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 43 44 45 46 47 48	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	XXXXX XXXXX
								43 YOU TAKE PART IN JUDGING YOUR PERFORMANCE											
.99	2.24	7	8	21	34	17	12	1 STUDENTS	1642	85	6	3	20	28	34	9	3.10	.88	4.89
1.08	2.77	26	5	12	15	20	22	2 TEACHERS	301	15	3	1	6	28	35	28	3.40	.69	3.88
								44 YOUR PEERS ACCEPT WHAT IS EXPECTED OF THEM											
.90	2.26	8	10	14	42	15	10	1 STUDENTS	1642	85	9	3	16	30	32	10	3.12	.86	4.62
.85	2.90	26	3	2	23	26	26	2 TEACHERS	301	15	2		6	24	41	28	3.49	.66	3.77
								45 YOUR LEADERS WORK WITH YOU AND YOUR PEERS IN FRIENDLY WAYS											
1.04	2.50	9	4	16	32	19	20	1 STUDENTS	1642	85	3	2	12	26	44	10	3.34	.82	4.90
.85	3.35	26	1	2	12	17	42	2 TEACHERS	301	15			2	18	51	28	3.67	.56	2.24
								46 YOUR LEADERS USE WHAT THEY "FIND OUT" TO MAKE THINGS BETTER											
.99	2.44	9	10	14	33	19	16	1 STUDENTS	1642	85	8	3	15	27	36	11	3.18	.87	4.15
.93	2.94	26	4	5	17	25	23	2 TEACHERS	301	15	2	1	4	23	42	28	3.54	.64	3.88
								47 THINGS ARE ORGANIZED SO THAT YOU OR YOUR PEERS CAN HELP MAKE DECISIONS											
.95	2.14	9	8	23	34	15	10	1 STUDENTS	1642	85	7	3	17	29	33	10	3.12	.87	5.15
.96	2.88	26	2	8	18	27	19	2 TEACHERS	301	15	2		5	32	34	28	3.40	.63	3.72
								48 MOST ALL WORK TOGETHER TO GET THE JOB DONE											
1.00	2.21	9	8	22	33	16	12	1 STUDENTS	1642	85	6	5	16	25	35	11	3.16	.92	4.72
.92	2.86	27	2	6	19	27	20	2 TEACHERS	301	15			2	26	42	29	3.56	.58	4.49

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
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SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

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IS								ITEMS 49 50 51 52	SHOULD BE										INTENSITY SCORE
			FREQUENCY								FREQUENCY								
STANDARD DEVIATION	MEAN	OMIT	?	1 AN	2 S	3 O	4 AA		N	%	?	5 AN	6 S	7 O	8 AA	OMIT	MEAN	STANDARD DEVIATION	XXXXX XXXXX
								49 YOUR LEADERS SHARE WITH YOU MOST ALL THE INFORMATION YOU NEED OR WANT											
1.03	2.84	11	5	15	28	22	19	1 STUDENTS	1642	85	4	2	13	26	43	12	3.30	.83	4.42
.94	3.02	26		5	14	23	28	2 TEACHERS	301	15			2	22	48	28	3.43	.55	3.08
								50 MOST ALL GET ALONG WELL AND HELP EACH OTHER											
1.01	2.49	10	5	14	33	19	18	1 STUDENTS	1642	85	5	3	13	26	43	12	3.29	.84	4.42
.92	3.17	27	2	4	13	23	33	2 TEACHERS	301	15		1	1	20	50	28	3.65	.58	2.27
								51 INFO ON WHAT YOU DO AND HOW WELL YOU DO IT IS USED TO HELP SOLVE PROBLEMS											
.95	2.30	11	12	13	35	17	13	1 STUDENTS	1642	85	9	2	16	27	34	12	3.17	.85	4.30
.95	2.08	24	10	6	18	23	17	2 TEACHERS	301	15	4	1	5	26	37	27	3.43	.70	3.92
								52 THE LEADERS WORK WITH THEIR PEERS AND PEOPLE BELOW THEM TO MAKE DECISIONS											
.98	2.31	11	12	17	31	17	12	1 STUDENTS	1542	85	9	3	15	26	34	12	3.17	.86	4.31
1.01	2.91	26	3	8	17	21	26	2 TEACHERS	301	15	1	1	3	26	42	28	3.53	.62	3.96

DIAGNOSTIC
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IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL	
0036-002	06/10/76	DEPT- MATHEMATICS	PAGE 3.11
SCHOOL NAME		SYSTEM NAME	
ALL MIDDLE SCHOOLS		SUMMARY OF ALL SCHOOLS IN SURVEY	

IS								FACTOR DEFINITIONS	SHOULD BE										INTENSITY SCORE
			FREQUENCY								FREQUENCY								
[illegible]	[illegible]	[illegible]	?	1 AN	2 S	3 O	4 AA		N	%	?	5 AN	6 S	7 O	8 AA	[illegible]	[illegible]	[illegible]	XXXXX XXXXX
	2.31 3.07							CONFIDENCE AND TRUST ITEMS 01 04 05 12 14 15 16 17 18 26 32 41 44 49 1 STUDENTS 2 TEACHERS									3.12 3.59		4.20 3.46
	2.14 2.78							COMMUNICATION ITEMS 13 19 20 21 23 24 25 30 33 34 1 STUDENTS 2 TEACHERS									3.06 3.40		4.42 3.60
	2.59 2.79							CONTROL ITEMS 06 28 29 31 36 42 43 51 1 STUDENTS 2 TEACHERS									3.15 3.40		4.21 3.77
	2.16 2.61							DECISION-MAKING ITEMS 02 03 07 10 11 22 35 37 38 39 1 STUDENTS 2 TEACHERS									3.03 3.41		4.51 3.73
	2.29 2.98							INTERACTION INFLUENCE ITEMS 08 09 27 40 45 46 47 48 50 52 1 STUDENTS 2 TEACHERS									3.14 3.51		4.79 3.33

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
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SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY.

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IS — FREQUENCY ? 1 SA 2 S 3 O 4 AA

CRITICAL ITEMS STUDENTS

SHOULD BE — N % FREQUENCY ? 5 AA 6 S 7 O 8 AA

INTENSITY SCORE XXXXX XXXXX

10 ITEMS WITH HIGHEST INTENSITY SCORES.

INTENSITY SCORE	ITEM NO	ITEM	DIRECTIONS FOR IMPROVEMENT	PLAN MADE	ACTION TAKEN
5.[illegible]	11	YOUR LEADERS KNOW HOW IT IS FROM YOUR POINT OF VIEW.	LEADERS MAKE OBSERVABLE ATTEMPTS TO OBTAIN AND ACT UPON INFORMATION FROM SUBORDINATES ABOUT ORGANIZATIONAL GOALS AND TASKS.		
5.34	09	YOUR LEADERS TREAT YOU IN WAYS WHICH MAKE YOU FEEL IMPORTANT.	SUBORDINATES' IDEAS AND ACTIONS ARE GIVEN THE SAME CONSIDERATION AS ARE COLLEAGUES'.		
5.28	04	YOUR LEADERS WORK WITH YOU IN SUCH A WAY THAT YOU LIKE TO DO WHAT THEY EXPECT.	SUBORDINATES ARE GIVEN AN OPPORTUNITY TO WORK OUT MUTUALLY ACCEPTABLE WAYS OF DOING THINGS.		
5.27	38	THE PEOPLE WHO MAKE DECISIONS WHICH AFFECT YOU ARE AWARE OF THE THINGS YOU FACE.	LEADERS KNOW AND UNDERSTAND PROBLEMS OF SUBORDINATES VERY WELL.		
5.18	17	WHEN DECISIONS ARE MADE THEY ARE BASED ON INFO WHICH YOU THINK IS RIGHT AND FAIR.	COMPLETE AND ACCURATE INFORMATION IS GATHERED, AND MADE AVAILABLE, BEFORE FINAL DECISIONS ARE MADE.		
5.15	47	THINGS ARE ORGANIZED SO THAT YOU OR YOUR PEERS CAN HELP MAKE DECISIONS.	THE ORGANIZATION SHOULD BE STRUCTURED SO THAT SUBORDINATE INPUT IS USED FOR MAKING DECISIONS.		
5.12	48	YOU OR YOUR PEERS CAN TAKE PART IN IMPROVING THINGS.	INCREASE OPPORTUNITIES FOR SUBORDINATES TO TAKE A MORE ACTIVE PART IN IMPROVING THE OPERATION OF THE SCHOOL.		
5.08	32	YOUR LEADERS SUPPORT AND BACK YOU UP.	WHEN SUBORDINATES MAKE MISTAKES, THESE ARE USED AS GROWTH OPPORTUNITIES.		
5.03	07	DECISIONS ARE MADE THROUGH TEAMWORK.	REPRESENTATIVES FROM DIFFERENT ORGANIZATIONAL LEVELS FORM DECISION-MAKING TEAMS.		
5.02	41	MORE WORK GETS DONE BECAUSE OF THE WAY YOUR LEADERS AND PEERS WORK TOGETHER.	PEOPLE IN THE ORGANIZATION WORK CO-OPERATIVELY ON JOINT PROBLEMS, TREATING SUBORDINATES AS EQUALS.		

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SCHOOL CODE	REPORT DATE	LEVEL
[illegible]-002	06/18/76	DEPT- MATHEMATICS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

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IS								CRITICAL ITEMS TEACHERS	SHOULD BE											INTENSITY SCORE
STANDARD DEVIATION	MEAN	DEPT	FREQUENCY						N	%	FREQUENCY					DEPT	MEAN	STANDARD DEVIATION	
			?	1 AN	2 S	3 O	4 AA				?	5 AN	6 S	7 O	8 AA				

10 ITEMS WITH HIGHEST INTENSITY SCORES

INTEN-SITY SCORE	ITEM NO	ITEM	DIRECTIONS FOR IMPROVEMENT	PLAN MADE	ACTION TAKEN
5.20	06	YOUR LEADERS USE WHAT THEY KNOW ABOUT "HOW YOU ARE DOING" TO HELP YOU IMPROVE.	LEADERS MAKE AN EFFORT TO OBTAIN AND USE INFORMATION ABOUT SUBORDINATES' BEHAVIOR TO MAKE POSITIVE CHANGES.		
5.12	12	TRUE AND COMPLETE INFORMATION IS USED TO RATE WHAT YOU AND YOUR PEERS DO.	JOINT UNDERSTANDING OF EVALUATION CRITERIA SHOULD BE ESTABLISHED AND UTILIZED.		
5.00	20	IDEAS FOR WAYS TO IMPROVE THINGS COME FROM ALL CONCERNED.	INFORMATION FOR OPERATION AND IMPROVEMENT OF THE ORGANIZATION IS GATHERED FROM ALL LEVELS.		
[illegible]	41	NEEDED WORK GETS DONE BECAUSE OF THE WAY YOUR LEADERS AND PEERS WORK TOGETHER.	PEOPLE IN THE ORGANIZATION WORK COOPERATIVELY ON JOINT PROBLEMS TREATING SUBORDINATES AS EQUALS.		
4.80	48	MOST ALL WORK TOGETHER TO GET THE JOB DONE	LEADERS ESTABLISH A STRUCTURE WHICH ENABLES COOPERATIVE GROUP INTERACTION.		
[illegible]	08	YOUR LEADERS DISCUSS WITH YOU OR YOUR PEERS WAYS TO IMPROVE THINGS.	SUBORDINATE INPUT FOR DETERMINING GOALS, METHODS, AND ACTIVITIES SHOULD BE UTILIZED.		
4.20	38	THE PEOPLE WHO MAKE DECISIONS WHICH AFFECT YOU ARE AWARE OF THE THINGS YOU FACE.	LEADERS KNOW AND UNDERSTAND PROBLEMS OF SUBORDINATES VERY WELL.		
4.19	19	YOU OR YOUR PEERS CAN BRING ABOUT CHANGES IN POLICIES.	SUBORDINATE REACTION SHOULD BE CONSIDERED FOR NEW AND EXISTING POLICY DEVELOPMENT.		
4.18	07	DECISIONS ARE MADE THROUGH TEAMWORK.	REPRESENTATIVES FROM DIFFERENT ORGANIZATIONAL LEVELS FORM DECISION-MAKING TEAMS.		

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SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	DEPT- HEALTH, P.E., SAFETY

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

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IS								ALL ITEMS STUDENTS TO TEACHERS TEACHERS TO DEPT. HEADS	SHOULD BE										INTENSITY SCORE
			FREQUENCY								FREQUENCY								
STANDARD DEVIATION	MEAN	OMIT	?	1 AN	2 S	3 O	4 AA		N	%	9 ?	5 AN	6 S	7 O	8 AA	OMIT	MEAN	STANDARD DEVIATION	XXXXX
1.09	2.48	13	5	16	28	19	19	TOTAL	382	100	4	3	12	27	40	13	3.28	.84	4.58
.99	2.42	15	6	14	31	18	14	1 BLACK	54	14	5	4	13	29	36	14	3.10	.86	4.33
1.06	2.51	13	5	16	27	19	19	2 WHITE	320	83	4	3	12	27	41	13	3.29	.83	4.52
1.06	2.26	17	2	21	34	6	17	3 ORIENTAL 4 AMERICAN INDIAN 5 PUERTO RICAN	6	1	2		15	32	34	17	3.22	.75	[illegible].30
1.07	2.15	2	10	31	27	17	13	6 MEXICAN AMERICAN	1			2	4	2	4	88	2.67	1.21	2.00
.76	3.06	2			25	42	31	7 CUBAN	1		6		2	37	54	2	3.54	.54	3.31
1.02	2.29	4	6	22	32	19	15	STUDENTS	229	59	7	5	16	30	38	4	3.12	.90	4.55
.98	2.48	9	12	19	34	19	18	1 BLACK	33	14	8	6	16	30	29	9	3.09	.92	3.78
1.02	2.27	4	8	24	32	19	14	2 WHITE	189	82	7	5	16	30	38	4	3.14	.90	4.70
1.07	2.08	1	8	23	38	14	21	3 OTHER	7	3	2	1	14	38	[illegible]	13	3.27	.75	5.17
1.00	2.00	27	1	7	28	19	25	TEACHERS	153	40	1		9	25	44	27	3.34	.63	4.28
1.00	2.00	33	1	12	28	16	14	1 BLACK	21	13			7	28	37	28	3.44	.68	5.40
.99	2.98	26	1	6	28	20	27	2 WHITE	131	85	1		9	22	44	26	3.34	.63	4.08
		100						3 OTHER	1							100			

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0034-002	04/10/76	DEPT- HEALTH, P.E., SAFETY

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

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IS									SHOULD BE											INTENSITY SCORE
			FREQUENCY								FREQUENCY									
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 01 02 03 04 05 06	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	[illegible]
								01 YOUR LEADERS HAVE FAITH AND TRUST IN YOU											
.94	2.56		16	9	41	20	20	1 STUDENTS	229	60	3	2	16	31	68		3.29	.81	4.28
.77	3.48	27	3	1	6	17	06	2 TEACHERS	153	40	1		1	14	84	27	3.77	.45	2.50
								02 TEAMWORK IS USED TO IMPROVE THINGS											
.95	2.58		4	13	36	27	14	1 STUDENTS	229	60	3	3	14	36	40	1	3.43	.84	4.08
.99	2.98	27	1	7	16	22	81	2 TEACHERS	153	40	3		4	15	80	26	3.68	.57	4.05
								03 YOU OR YOUR PEERS CAN TAKE PART IN IMPROVING THINGS											
.97	2.34		6	26	34	24	12	1 STUDENTS	229	60	6	3	17	33	40	2	3.21	.83	4.08
.87	2.98	26	1	5	14	31	22	2 TEACHERS	153	40	3		2	21	46	29	3.63	.51	4.36
								04 YOUR LEADERS WORK WITH YOU IN SUCH A WAY THAT YOU LIKE TO DO WHAT THEY EXPECT											
1.01	2.88	3	5	22	34	21	16	1 STUDENTS	229	60	10	3	18	33	40	2	3.36	.90	5.08
.98	3.06	27	1	5	17	26	56	2 TEACHERS	153	40	3	1	2	16	66	27	[illegible]	.56	4.18
								05 YOU HAVE FAITH AND TRUST IN YOUR LEADERS											
1.07	[illegible]	1	5	16	32	14	26	1 STUDENTS	229	60	[illegible]	4	[illegible]	33	[illegible]	2	[illegible]	.84	[illegible]
1.06	[illegible]	27	2	6	24	13	26	2 TEACHERS	153	40	[illegible]		[illegible]	14	[illegible]	26	[illegible]	.42	[illegible]
								06 YOUR LEADERS USE WHAT THEY KNOW ABOUT HOW YOU ARE DOING TO HELP YOU IMPROVE											
1.04	[illegible]		7	16	[illegible]	24	[illegible]	1 STUDENTS	229	60	[illegible]	3	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1.04	[illegible]	27	2	13	[illegible]	13	[illegible]	2 TEACHERS	153	40	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

DIAGNOSTIC
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IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL	
0036-002	06/10/76	DEPT- HEALTH, P.E., SAFETY	PAGE 6.03
SCHOOL NAME		SYSTEM NAME	
ALL MIDDLE SCHOOLS		SUMMARY OF ALL SCHOOLS IN SURVEY	

IS								ITEMS 07 08 09 10 11 12	SHOULD BE										INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMITS	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	XXXXX XXXXX
								07 DECISIONS ARE MADE THROUGH TEAMWORK											
1.03	2.17		7	28	34	16	14	1 STUDENTS	229	60	3	3	17	34	41	2	3.18	.85	5.40
1.13	2.88	27	1	12	16	15	29	2 TEACHERS	153	40	1		3	20	50	26	3.64	.57	5.34
								08 YOUR LEADERS DISCUSS WITH YOU OR YOUR PEERS WAYS TO IMPROVE THINGS.											
1.08	2.26	1	6	28	28	19	17	1 STUDENTS	229	60	4	5	10	39	40	2	3.21	.86	5.19
1.09	2.71	27	1	14	15	22	22	2 TEACHERS	153	40	1		4	22	47	27	3.56	.59	5.56
								09 YOUR LEADERS TREAT YOU IN WAYS WHICH MAKE YOU FEEL IMPORTANT											
.99	2.18	2	3	31	34	19	11	1 STUDENTS	229	60	5	3	14	36	39	3	3.20	.82	5.88
1.08	2.84	27		5	27	15	25	2 TEACHERS	153	40	1		5	25	42	27	3.56	.63	4.18
								10 YOU OR YOUR PEERS TAKE A PART IN MAKING DECISIONS WHICH AFFECT YOU											
.96	2.22	1	12	24	33	20	11	1 STUDENTS	229	60	6	7	22	33	30	2	2.92	.93	3.66
1.08	2.88	27	1	8	16	22	26	2 TEACHERS	153	40	1	1	5	16	51	27	3.61	.66	4.78
								11 YOUR LEADERS KNOW HOW IT IS FROM YOUR POINT OF VIEW											
.96	1.98	1	9	38	28	15	8	1 STUDENTS	229	60	4	7	15	29	42	2	3.14	.93	6.18
1.09	2.98	27	3	16	15	17	20	2 TEACHERS	153	40			5	25	44	26	3.58	.61	3.98
								12 TRUE AND COMPLETE INFORMATION IS USED TO RATE WHAT YOU AND YOUR PEERS DO											
1.02	2.08	1	14	19	30	22	14	1 STUDENTS	229	60	10	2	14	27	48	2	3.36	.81	5.32
1.02	2.68	27	5	16	28	20	10	2 TEACHERS	153	40	2		3	16	58	26	3.68	.56	4.36

DIAGNOSTIC
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IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	DEPT- HEALTH, P.E., SAFETY

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 6-04

IS									SHOULD BE										INTENSITY SCORE
			FREQUENCY								FREQUENCY								
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 13 14 15 16 17 18	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	[illegible]
								13 YOU KNOW HOW THINGS ARE FROM YOUR LEADERS' POINT OF VIEW											
.98	2.28	1	14	19	36	17	13	1 STUDENTS	229	60	9	7	21	31	31	2	3.08	.94	3.60
.93	2.88	27	3	9	21	24	28	2 TEACHERS	153	40	2		4	32	38	26	3.44	.66	3.96
								14 LEADERS ARE TOLD WHAT THEY SHOULD KNOW IN AN OPEN WAY BY THOSE INVOLVED											
.95	2.12	1	26	22	33	15	9	1 STUDENTS	229	60	15	3	17	30	28	1	3.12	.94	3.80
.94	2.76	27	6	7	22	22	15	2 TEACHERS	153	40	4	1	7	23	38	26	3.44	.72	4.96
								15 YOU FEEL CLOSE TO YOUR LEADERS											
1.02	2.62	2	9	34	32	13	13	1 STUDENTS	229	60	7	9	19	23	38	2	3.05	.94	4.88
1.14	2.68	27	1	12	30	9	32	2 TEACHERS	153	40	2		2	29	42	26	3.54	.55	4.60
								16 YOUR LEADERS LEAVE YOU FREE TO CONTROL YOUR BEHAVIOR											
.90	[illegible]	2	9	43	29	13	6	1 STUDENTS	229	60	7	12	30	28	20	2	2.42	.98	[illegible]
.77	3.42	27		2	7	20	44	2 TEACHERS	153	40	2		9	20	48	26	3.42	.66	[illegible]
								17 WHEN DECISIONS ARE MADE THEY ARE BASED ON INFO YOU THINK IS RIGHT AND FAIR											
.98	2.32	3	8	19	34	26	14	1 STUDENTS	229	60	8	4	16	31	46	3	[illegible]	.88	[illegible]
.94	2.88	27	1	9	29	16	22	2 TEACHERS	153	40			4	16	56	26	[illegible]	.57	[illegible]
								18 YOU FEEL FRIENDLY WITH YOUR LEADERS											
1.14	2.96	2	7	21	27	17	27	1 STUDENTS	229	60	10	5	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	.91	[illegible]
.92	3.08	27	2	4	34	15	66	2 TEACHERS	153	40	[illegible]		2	16	[illegible]	[illegible]	[illegible]	.33	[illegible]

DIAGNOSTIC
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SCHOOL CODE	REPORT DATE	LEVEL
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SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

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IS									SHOULD BE											INTENSITY SCORE
			FREQUENCY								FREQUENCY									
STANDARD DEVIATION	MEAN	OMIT	?	1 AN	2 S	3 O	4 AA	ITEMS 19 20 21 22 23 24	N	%	?	5 AN	6 S	7 O	8 AA	OMIT	MEAN	STANDARD DEVIATION	XXXXX XXXXX
								19 YOU OR YOUR PEERS CAN BRING ABOUT CHANGES IN POLICIES											
.93	1.90	2	17	29	31	13	8	1 STUDENTS	229	60	10	5	30	28	23	3	2.80	.91	3.07
.87	2.53	27	1	7	33	21	12	2 TEACHERS	153	40			9	31	34	26	3.34	.69	4.75
								20 IDEAS FOR WAYS TO IMPROVE THINGS COME FROM ALL CONCERNED											
.98	2.24	1	14	21	39	16	13	1 STUDENTS	229	60	9	2	14	34	39	2	3.23	.80	3.22
1.02	2.65	27	1	10	22	20	18	2 TEACHERS	153	40	1		3	24	46	27	3.59	.58	3.06
								21 YOU OR YOUR PEERS CAN HELP CHANGE HOW THINGS ARE DONE											
.97	2.08	3	7	28	36	15	10	1 STUDENTS	229	60	9	6	16	34	34	3	3.09	.91	3.18
.95	2.73	27		6	25	22	20	2 TEACHERS	153	40			7	26	41	26	3.47	.65	4.36
								22 WHEN YOUR LEADERS KNOW YOUR IDEAS THEY TRY TO USE THEM											
.99	2.13	3	7	27	35	16	11	1 STUDENTS	229	60	9	8	28	36	28	3	2.92	.93	3.98
.98	2.76	27	2	7	25	19	21	2 TEACHERS	153	40	2		18	27	30	26	3.21	.77	2.60
								23 YOU SHARE YOUR FEELINGS WITH YOUR LEADERS											
.97	1.96	1	3	38	32	17	9	1 STUDENTS	229	60	6	13	27	28	25	1	2.69	1.02	3.30
1.03	2.88	27		8	22	19	25	2 TEACHERS	153	40		1	11	28	34	26	3.29	.75	2.81
								24 YOU ARE ABLE TO IMPROVE THINGS											
1.02	2.30	1	9	21	42	13	16	1 STUDENTS	229	60	7	3	15	35	39	1	3.19	.83	4.00
.99	2.66	27	1	8	27	18	19	2 TEACHERS	153	40	1		16	27	34	27	3.33	.72	4.01

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SCHOOL CODE	REPORT DATE	LEVEL
0086-002	06/10/76	DEPT- HEALTH, P.E., SAFETY.

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

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IS									SHOULD BE											INTENSITY SCORE
			FREQUENCY								FREQUENCY									
STANDARD DEVIATION	MEANS	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 25 26 27 28 29 30	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEANS	STANDARD DEVIATION	
								25 YOUR LEADERS SHOW THAT THE WORK DONE BY YOU AND YOUR PEERS IS IMPORTANT											
1.04	2.39	2	3	22	32	23	18	1 STUDENTS	229	60	3	4	14	34	42	3	3.22	.85	4.40
.94	2.68	27	1	7	22	21	24	2 TEACHERS	153	40			7	27	40	26	3.44	.67	3.71
								26 YOU SHARE YOUR PROBLEMS WITH YOUR LEADERS											
.99	1.88	2	4	44	28	12	10	1 STUDENTS	229	60	7	12	32	34	34	2	2.34	1.02	3.08
1.09	2.71	27		11	24	14	29	2 TEACHERS	153	40		1	12	34	39	26	3.31	.80	3.61
								27 YOU OR YOUR PEERS CAN BRING ABOUT CHANGES IN WHAT IS DONE											
.89	2.08	3	10	24	42	14	8	1 STUDENTS	229	60	7	2	22	36	30	4	3.04	.88	4.09
.94	2.68	26	1	6	29	19	18	2 TEACHERS	153	40			12	34	30	27	3.32	.74	3.86
								28 LEADERS PROVIDE CHANCES FOR YOU TO WORK WITH YOUR PEERS IN FRIENDLY WAYS											
1.03	2.40	4	3	17	32	24	19	1 STUDENTS	229	60	3	3	10	40	42	5	3.20	.74	4.48
.92	3.08	26	3	4	16	23	27	2 TEACHERS	153	40	3		6	24	41	27	3.08	.63	2.98
								29 THOSE NOT IN CHARGE SHOW AS MUCH CONCERN ABOUT A JOB BEING DONE AS DO LEADERS											
.97	2.39	3	12	24	30	19	16	1 STUDENTS	229	60	[illegible]	4	[illegible]	29	[illegible]	4	[illegible]	.96	4.38
1.01	2.58	26	2	12	34	20	16	2 TEACHERS	153	40	[illegible]	11	[illegible]	20	[illegible]	27	[illegible]	.69	[illegible]
								30 YOU AND YOUR PEERS TELL IT LIKE IT IS TO YOUR LEADERS											
1.02	[illegible]	5	6	22	[illegible]	22	[illegible]	1 STUDENTS	229	60	[illegible]	6	[illegible]	[illegible]	[illegible]	5	[illegible]	.9[illegible]	[illegible]
.94	2.52	26	[illegible]	9	[illegible]	17	[illegible]	2 TEACHERS	153	40	[illegible]	[illegible]	[illegible]	21	[illegible]	26	[illegible]	[illegible]	[illegible]

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SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

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IS									SHOULD BE											INTENSITY SCORE
				FREQUENCY								FREQUENCY								
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 31 32 33 34 35 36	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	XXXXX XXXXX
								31 YOU HAVE A CHANCE TO SHOW CONCERN FOR OTHERS											
.96	2.32	5	7	18	36	21	13	1 STUDENTS	229	60	5	5	18	31	38	5	3.07	.90	4.06
.81	3.15	28		1	19	27	28	2 TEACHERS	153	40			3	28	41	27	3.52	.58	2.46
								32 YOUR LEADERS SUPPORT AND BACK YOU UP											
1.02	2.12	5	7	30	28	17	11	1 STUDENTS	229	60	4	4	20	29	38	5	3.10	.90	5.11
.98	3.14	29	1	5	16	15	39	2 TEACHERS	153	40	1		1	13	56	29	3.78	.46	4.42
								33 YOU COMMUNICATE WITH LEADERS TO HELP IMPROVE THINGS											
1.03	2.18	5	5	28	38	19	13	1 STUDENTS	229	60	5	4	17	30	38	5	3.14	.89	5.18
.95	2.96	28	1	4	22	19	27	2 TEACHERS	153	40	1		4	24	44	27	3.56	.60	3.92
								34 YOUR LEADERS TRY TO GET YOUR IDEAS											
1.02	2.08	4	7	32	29	17	11	1 STUDENTS	229	60	7	8	17	33	31	4	2.97	.96	4.40
1.05	2.75	29	2	9	22	16	22	2 TEACHERS	153	40	1	1	6	30	35	28	3.39	.68	3.92
								35 YOUR LEADERS USE YOUR HELP TO SOLVE A COMMON PROBLEM											
.91	2.04	4	9	26	38	14	8	1 STUDENTS	229	60	9	3	22	32	29	5	3.01	.87	4.80
1.01	2.75	29	1	7	25	16	22	2 TEACHERS	153	40	1		16	29	37	28	3.38	.72	3.80
								36 YOU ARE ENCOURAGED TO GIVE HELP TO OTHERS TO MAKE THINGS BETTER											
.99	2.28	6	6	21	33	21	13	1 STUDENTS	229	60	7	3	17	28	38	6	3.14	.88	4.72
1.00	2.67	28		8	25	19	19	2 TEACHERS	153	40			9	29	38	27	3.68	.76	4.08

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SCHOOL CODE	REPORT DATE	LEVEL
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SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

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IS									SHOULD BE										INTENSITY SCORE
			FREQUENCY								FREQUENCY								
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 37 38 39 40 41 42	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	
								37 DECISIONS ARE MADE BY THOSE CLOSE TO THE PROBLEM SOURCE											
.99	2.44	9	14	14	31	26	15	1 STUDENTS	229	60	12	7	14	28	34	6	3.07	.94	3.42
.95	2.62	26	2	6	21	23	20	2 TEACHERS	153	40	1		6	20	66	28	3.56	.64	4.[illegible]
								38 ONES WHO MAKE DECISIONS WHICH AFFECT YOU ARE AWARE OF THE THINGS YOU FACE											
.97	2.27	9	15	21	31	17	10	1 STUDENTS	229	60	11	4	15	26	36	6	3.16	.89	3.22
.97	2.91	26	1	4	25	16	26	2 TEACHERS	153	40	1		5	21	66	27	3.62	.57	4.48
								39 YOU OR YOUR PEERS INFLUENCE WHAT HAPPENS TO YOU											
.96	2.40	7	10	15	34	21	14	1 STUDENTS	229	60	10	3	22	25	34	7	3.09	.90	3.36
.91	2.76	26	2	6	29	24	10	2 TEACHERS	153	40	1		10	30	30	28	3.26	.71	3.46
								40 DECISIONS ARE MADE IN SUCH A WAY THAT YOU DO NOT MIND CARRYING THEM OUT											
.93	2.25	6	7	17	46	19	10	1 STUDENTS	229	60	4	5	26	33	31	7	3.01	.90	3.90
.96	2.86	27		6	29	20	24	2 TEACHERS	153	40			7	25	42	27	3.47	.64	3.07
								41 NEEDED WORK GETS DONE BECAUSE YOUR LEADERS AND PEERS WORK TOGETHER											
1.06	2.34	6	6	21	36	19	10	1 STUDENTS	229	60	7	3	14	36	41	7	3.22	.83	4.08
1.06	2.88	22			8	16	24	22	2 TEACHERS	153	40			6	22	47	27	3.56	.59	4.07
								42 YOUR LEADERS TRY TO GET YOU TO REACH HIGH GOALS											
1.12	2.64	6	7	15	30	21	32	1 STUDENTS	229	60	14	3	16	23	[illegible]	7	[illegible]	.88	[illegible]
1.04	2.78	27	2	9	22	19	22	2 TEACHERS	153	40	[illegible]		6	22	[illegible]	27	[illegible]	.59	[illegible]

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

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ALL MIDDLE SCHOOLS		SUMMARY OF ALL SCHOOLS IN SURVEY.

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IS								ITEMS 43 44 45 46 47 48	N	%	SHOULD BE								
STANDARD DEVIATION	MEANS	OMITS	FREQUENCY ?	1 AN	2 S	3 O	4 AA				FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMITS	MEANS	STANDARD DEVIATION	[illegible]
								43 YOU TAKE PART IN JUDGING YOUR PERFORMANCE											
1.02	2.3[illegible]	6	6	17	38	17	17	1 STUDENTS	229	60	[illegible]	6	[illegible]	30	[illegible]	7	[illegible]	.91	[illegible]
1.16	2.7[illegible]	27	[illegible]	12	18	16	22	2 TEACHERS	153	40	[illegible]	1	[illegible]	24	62	27	[illegible]	.76	[illegible]
								44 YOUR PEERS ACCEPT WHAT IS EXPECTED OF THEM											
.93	2.4[illegible]	7	12	14	38	21	14	1 STUDENTS	229	60	[illegible]	4	[illegible]	33	[illegible]	7	[illegible]	.84	[illegible]
.87	2.8[illegible]	27	1	2	27	22	[illegible]	2 TEACHERS	153	40	[illegible]		6	22	[illegible]	27	[illegible]	.64	[illegible]
								45 YOUR LEADERS WORK WITH YOU AND YOUR PEERS IN FRIENDLY WAYS											
1.06	2.[illegible]	6	5	10	31	17	33	1 STUDENTS	229	60	[illegible]	3	[illegible]	24	[illegible]	7	[illegible]	.80	[illegible]
.97	3.1[illegible]	26	1	5	16	17	34	2 TEACHERS	153	40	[illegible]		[illegible]	16	[illegible]	27	[illegible]	.54	[illegible]
								46 YOUR LEADERS USE WHAT THEY "FIND OUT" TO MAKE THINGS BETTER											
1.04	2.[illegible]	7	9	17	25	22	20	1 STUDENTS	229	60	[illegible]	4	[illegible]	22	[illegible]	6	[illegible]	.90	[illegible]
.95	2.9[illegible]	27	[illegible]	[illegible]	22	17	27	2 TEACHERS	153	40	[illegible]		[illegible]	19	[illegible]	27	[illegible]	.61	[illegible]
								47 THINGS ARE ORGANIZED SO THAT YOU OR YOUR PEERS CAN HELP MAKE DECISIONS											
.96	2.22	7	7	24	31	21	10	1 STUDENTS	229	60	[illegible]	9	[illegible]	34	[illegible]	9	3.1[illegible]	.87	[illegible]
1.03	2.[illegible]	26		6	19	20	25	2 TEACHERS	153	40		1	[illegible]	22	[illegible]	27	[illegible]	.59	[illegible]
								48 MOST ALL WORK TOGETHER TO GET THE JOB DONE											
.93	2.[illegible]	7	8	17	36	16	14	1 STUDENTS	229	60	[illegible]	5	11	29	42	9	3.2[illegible]	.86	[illegible]
1.03	2.97	26		7	19	16	[illegible]	2 TEACHERS	153	40			[illegible]	16	[illegible]	27	3.72	.53	[illegible]

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SCHOOL CODE	REPORT DATE	LEVEL
0034-002	06/10/74	DEPT- HEALTH, P.E., SAFETY

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

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IS									SHOULD BE										INTENSITY SCORE
			FREQUENCY								FREQUENCY								
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 49 50 51 52	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	XXXXX XXXXX
								49 YOUR LEADERS SHARE WITH YOU MOST ALL THE INFORMATION YOU NEED OR WANT											
.97	2.40	8	4	16	32	25	15	1 STUDENTS	229	60	4	5	8	31	42	9	3.30	.85	4.00
1.03	2.95	27	1	7	18	16	29	2 TEACHERS	153	40			2	19	52	27	3.66	.52	4.85
								50 MOST ALL GET ALONG WELL AND HELP EACH OTHER											
1.03	2.56	10	5	13	33	18	22	1 STUDENTS	229	60	4	2	10	21	50	11	3.42	.80	5.10
.97	3.12	27	1	5	16	17	34	2 TEACHERS	153	40			3	16	56	27	3.73	.50	4.17
								51 INFO ON WHAT YOU DO AND HOW WELL YOU DO IT IS USED TO HELP SOLVE PROBLEMS											
.94	2.44	9	10	13	32	23	13	1 STUDENTS	229	60	8	3	12	27	39	10	3.24	.86	4.54
.92	2.88	27	4	5	21	23	20	2 TEACHERS	153	40	1		5	27	40	27	3.48	.63	3.93
								52 THE LEADERS WORK WITH THEIR PEERS AND PEOPLE BELOW THEM TO MAKE DECISIONS											
.97	2.30	8	10	17	34	19	13	1 STUDENTS	229	60	8	4	14	28	37	9	3.17	.89	4.07
.97	2.70	27	1	8	17	27	19	2 TEACHERS	153	40			5	22	46	27	3.54	.61	4.00

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ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY.

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IS									FACTOR DEFINITIONS	SHOULD BE										INTENSITY SCORE
			FREQUENCY									FREQUENCY								
STANDARD DEVIATION	MEANS	OMITS	?	1 AN	2 S	3 O	4 AA			N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEANS	STANDARD DEVIATION	XXXXX
	2.30 2.99								CONFIDENCE AND TRUST ITEMS 01 04 05 12 14 15 16 17 18 26 32 41 44 48 1 STUDENTS 2 TEACHERS									3.12 3.62		4.80 4.23
	2.18 2.70								COMMUNICATION ITEMS 13 19 20 21 23 24 25 30 33 34 1 STUDENTS 2 TEACHERS									3.04 3.44		4.40 4.04
	2.43 2.08								CONTROL ITEMS 06 28 29 31 36 42 43 51 1 STUDENTS 2 TEACHERS									3.21 3.67		4.30 4.28
	2.24 2.89								DECISION-MAKING ITEMS 02 03 07 10 11 22 35 37 38 39 1 STUDENTS 2 TEACHERS									3.10 3.52		4.90 4.84
	2.32 2.00								INTERACTION INFLUENCE ITEMS 08 09 27 40 45 46 47 49 50 52 1 STUDENTS 2 TEACHERS									3.21 3.50		4.92 4.46

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SCHOOL CODE	REPORT DATE	LEVEL
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SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

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IS								CRITICAL ITEMS STUDENTS	SHOULD BE											INTENSITY SCORE
STANDARD DEVIATION	MEAN	DEPT'S	FREQUENCY						N	%	FREQUENCY					DEPT'S	MEAN	STANDARD DEVIATION	
			?	1 AN	2 S	3 O	4 AA				?	5 AN	6 S	7 O	8 AA				

10 ITEMS WITH HIGHEST INTENSITY SCORES.

INTENSITY SCORE	ITEM NO	ITEM	DIRECTIONS FOR IMPROVEMENT	PLAN MADE	ACTION TAKEN
6.13	11	YOUR LEADERS KNOW HOW IT IS FROM YOUR POINT OF VIEW.	LEADERS MAKE REASONABLE ATTEMPTS TO OBTAIN AND ACT UPON INFORMATION FROM SUBORDINATES ABOUT ORGANIZATIONAL GOALS AND TASKS.		
5.88	09	YOUR LEADERS TREAT YOU IN WAYS WHICH MAKE YOU FEEL IMPORTANT.	SUBORDINATES' IDEAS AND ACTIONS ARE GIVEN THE SAME CONSIDERATION AS ARE COLLEAGUES'.		
5.44	45	YOUR LEADERS WORK WITH YOU AND YOUR PEERS IN FRIENDLY WAYS.	LEADERS STRUCTURE TASKS WHEREBY SUBORDINATES CAN INTERACT IN AN OPEN AND FRIENDLY WAY.		
5.40	07	DECISIONS ARE MADE THROUGH TEAMWORK.	REPRESENTATIVES FROM DIFFERENT ORGANIZATIONAL LEVELS FORM DECISION-MAKING TEAMS.		
5.32	20	IDEAS FOR WAYS TO IMPROVE THINGS COME FROM ALL CONCERNED.	INFORMATION FOR OPERATION AND IMPROVEMENT OF THE ORGANIZATION IS GATHERED FROM ALL LEVELS.		
5.29	04	YOUR LEADERS WORK WITH YOU IN SUCH A WAY THAT YOU LIKE TO DO WHAT THEY EXPECT.	SUBORDINATES ARE GIVEN AN OPPORTUNITY TO WORK OUT MUTUALLY ACCEPTABLE WAYS OF DOING THINGS.		
5.26	14	LEADERS ARE TOLD WHAT THEY SHOULD KNOW TO ACT UPON NOW BY THE ONES WHO ARE INVOLVED.	LEADERS SHOULD BE WILLING TO LISTEN TO SUBORDINATES WITH THE ASSURANCE THAT THE SUBORDINATES CAN PROVIDE HELPFUL INFORMATION.		
5.22	12	TRUE AND COMPLETE INFORMATION IS USED TO RATE WHAT YOU AND YOUR PEERS DO.	JOINT UNDERSTANDING OF EVALUATION CRITERIA SHOULD BE ESTABLISHED AND UTILIZED.		
5.22	36	THE PEOPLE WHO MAKE DECISIONS WHICH AFFECT YOU ARE AWARE OF THE THINGS YOU FACE.	LEADERS KNOW AND UNDERSTAND PROBLEMS OF SUBORDINATES VERY WELL.		
5.19	06	YOUR LEADERS DISCUSS WITH YOU OR YOUR PEERS WAYS TO IMPROVE THINGS.	SUBORDINATE INPUT FOR ORGANIZATIONAL GOALS, METHODS AND PROCEDURES SHOULD BE UTILIZED.		

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	DEPT- HEALTH, P.E., SAFETY

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 6-13

IS — FREQUENCY: ? | 1 AN | 2 S | 3 O | 4 AA

CRITICAL ITEMS TEACHERS

SHOULD BE — N | % | FREQUENCY: ? | 5 AN | 6 S | 7 O | 8 AA

INTENSITY SCORE

10 ITEMS WITH HIGHEST INTENSITY SCORES.

INTENSITY SCORE	ITEM NO	ITEM	DIRECTIONS FOR IMPROVEMENT	PLAN ACTION MADE WHEN
6.36	12	TRUE AND COMPLETE INFORMATION IS USED TO RATE WHAT YOU AND YOUR PEERS DO.	JOINT UNDERSTANDING OF EVALUATING CRITERIA SHOULD BE ESTABLISHED AND UTILIZED.	
5.86	20	IDEAS FOR WAYS TO IMPROVE THINGS COME FROM ALL CONCERNED.	INFORMATION FOR OPERATION AND IMPROVEMENT OF THE ORGANIZATION IS GATHERED FROM ALL LEVELS.	
5.54	06	YOUR LEADERS DISCUSS WITH YOU OR YOUR PEERS WAYS TO IMPROVE THINGS.	SUBORDINATE INPUT FOR DETERMINING GOALS, METHODS, AND ACTIVITIES SHOULD BE UTILIZED.	
5.46	17	WHEN DECISIONS ARE MADE THEY ARE BASED ON INFO WHICH YOU THINK IS RIGHT AND FAIR.	COMPLETE AND ACCURATE INFORMATION IS GATHERED, AND MADE AVAILABLE, BEFORE FINAL DECISIONS ARE MADE.	
5.28	04	YOUR LEADERS USE WHAT THEY KNOW ABOUT "HOW YOU ARE DOING" TO HELP YOU IMPROVE.	LEADERS MAKE AN EFFORT TO OBTAIN AND USE INFORMATION ABOUT SUBORDINATES' BEHAVIOR TO MAKE POSITIVE CHANGES.	
5.24	07	DECISIONS ARE MADE THROUGH TEAMWORK.	REPRESENTATIVES FROM DIFFERENT ORGANIZATIONAL LEVELS FORM DECISION-MAKING TEAMS.	
5.21	42	YOUR LEADERS TRY TO GET YOU TO REACH HIGH GOALS.	ENCOURAGEMENT IS GIVEN FOR SUBORDINATE ACHIEVEMENT OF HIGH, BUT REALISTIC GOALS.	
5.12	65	YOU HAVE FAITH AND TRUST IN YOUR LEADERS.	LEADERS DEMONSTRATE THAT THEY MAKE DECISIONS BASED UPON TECHNICAL AND SITUATIONAL KNOWLEDGE AND THAT THEY KEEP SUBORDINATES' BEST INTEREST IN MIND.	
4.94	46	MOST ALL WORK TOGETHER TO GET THE JOB DONE	LEADERS ESTABLISH A STRUCTURE WHICH ENABLES COORDINATED GROUP INTERACTION.	
4.92	47	THINGS ARE ORGANIZED SO THAT YOU OR YOUR PEERS CAN HELP MAKE DECISIONS.	THE ORGANIZATION SHOULD BE STRUCTURED SO THAT SUBORDINATE INPUT IS USED FOR MAKING DECISIONS.	

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0606-002	06/10/76	DEPTS- HOME & INDUSTRIAL ARTS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 7.01

IS								ALL ITEMS STUDENTS TO TEACHERS TEACHERS TO DEPT. HEADS	SHOULD BE										INTENSITY SCORE
[illegible]	[illegible]	[illegible]	FREQUENCY						N	%	FREQUENCY					[illegible]	[illegible]	[illegible]	
			?	1 AN	2 S	3 O	4 AA				?	5 AN	6 S	7 O	8 AA				
1.04	2.47	21	6	14	25	17	15	TOTAL	307	100	9	3	12	25	28	23	3.19	.88	4.07
1.08	2.46	20	7	12	29	16	19	1 BLACK	83	27	9	5	14	20	30	21	3.14	.94	3.80
1.05	2.46	22	7	15	22	17	15	2 WHITE	221	71	4	3	12	24	33	23	3.21	.85	4.25
1.00	2.46		30	9	37	8	17	3 ORIENTAL 4 AMERICAN INDIAN 5 PUERTO RICAN 6 MEXICAN AMERICAN	2		40	4	12	25	19		3.00	.89	2.84
.61	3.54	4			6	33	56	7 CUBAN	1					40	56	4	3.56	.50	.20
.99	2.22	6	12	21	32	16	12	STUDENTS	175	57	8	6	19	28	32	7	3.04	.92	4.21
.99	2.36	11	9	15	34	16	15	1 BLACK	67	38	6	6	16	22	37	12	3.11	.97	4.00
.97	2.12	3	14	25	32	16	16	2 WHITE	106	60	9	5	21	31	[illegible]	3	2.99	.91	4.44
1.00	2.46		30	9	37	8	17	3 OTHER	2	1	40	4	12	25	19		3.00	.89	2.84
.92	2.94	42	1	5	14	18	20	TEACHERS	132	42			4	18	34	44	3.52	.64	3.74
.78	3.16	56	1	1	8	18	15	1 BLACK	16	12	1	1	3	14	26	57	3.41	.78	1.76
.94	2.92	40	1	5	14	18	20	2 WHITE	115	87			4	18	35	42	3.53	.65	3.99
.61	3.54	4			6	33	56	3 OTHER	1					40	56	4	3.56	.50	.20

DIAGNOSTIC
SURVEY
for
LEADERSHIP
IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	04/10/76	DEPT- HOME & INDUSTRIAL ARTS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 7-02

IS									SHOULD BE										INTENSITY SCORE
			FREQUENCY								FREQUENCY								
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 01 02 03 04 05 06	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	XXXXX
								01 YOUR LEADERS HAVE FAITH AND TRUST IN YOU											
1.02	2.48	2	17	18	33	15	22	1 STUDENTS	175	57	2	2	11	30	53	2	3.48	.76	4.04
.72	3.58	42	2	1	5	14	36	2 TEACHERS	132	43			2	6	36	43	3.81	.48	2.05
								02 TEAMWORK IS USED TO IMPROVE THINGS											
.97	2.54	2	9	13	35	24	18	1 STUDENTS	175	57	6	2	17	34	38	2	3.18	.82	[illegible]
.94	2.88	42		9	15	22	14	2 TEACHERS	132	43		1	3	18	33	45	3.52	.67	4.28
								03 YOU OR YOUR PEERS CAN TAKE PART IN IMPROVING THINGS											
.98	2.84	3	11	17	38	16	15	1 STUDENTS	175	57	8	3	20	33	33	3	3.04	.87	3.08
.89	3.08	42		2	15	24	20	2 TEACHERS	132	43			2	14	36	44	3.65	.54	4.26
								04 YOUR LEADERS WORK WITH YOU IN SUCH A WAY THAT YOU LIKE TO DO WHAT THEY EXPECT											
1.05	2.44	3	7	21	29	22	18	1 STUDENTS	175	57	9	3	14	27	46	3	3.20	.84	5.08
.93	3.13	42	1	3	12	17	25	2 TEACHERS	132	43			2	13	42	43	3.69	.54	3.88
								05 YOU HAVE FAITH AND TRUST IN YOUR LEADERS											
1.05	2.62	2	10	13	32	18	24	1 STUDENTS	175	57	4	4	12	21	58	3	3.31	.94	4.34
.88	3.28	42		8	7	19	32	2 TEACHERS	132	43			3	5	51	43	3.87	.41	3.75
								06 YOUR LEADERS USE WHAT THEY KNOW ABOUT HOW YOU ARE DOING TO HELP YOU IMPROVE											
1.02	2.48	2	13	14	32	19	17	1 STUDENTS	175	57	8	4	14	26	45	3	3.26	.89	4.42
1.01	2.78	42	6	5	17	13	17	2 TEACHERS	132	43	2		6	11	57	44	3.57	.69	5.01

DIAGNOSTIC
SURVEY
for
LEADERSHIP
IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0084-002	06/18/76	DEPT-HOME & INDUSTRIAL ARTS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

IS								ITEMS 07 08 09 10 11 12	SHOULD BE											INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMITS	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	
								07 DECISIONS ARE MADE THROUGH TEAMWORK											
.96	2.07	2	12	27	35	15	9	1 STUDENTS	175	57	9	3	26	27	32	3	2.99	.90	4.46
.98	2.77	42	1	6	17	18	16	2 TEACHERS	132	43	1		5	22	28	44	3.49	.60	4.80
								08 YOUR LEADERS DISCUSS WITH YOU OR YOUR PEERS WAYS TO IMPROVE THINGS.											
1.03	2.32	2	15	21	29	19	14	1 STUDENTS	175	57	6	8	16	28	38	4	3.13	.91	4.41
.92	2.72	42	2	6	14	23	12	2 TEACHERS	132	43			6	20	30	43	3.42	.60	4.86
								09 YOUR LEADERS TREAT YOU IN WAYS WHICH MAKE YOU FEEL IMPORTANT											
1.02	2.84	1	9	32	34	13	11	1 STUDENTS	175	57	6	4	18	33	37	2	3.12	.87	5.87
1.08	2.93	42	1	8	12	14	23	2 TEACHERS	132	43	1		5	17	34	44	3.53	.65	3.67
								10 YOU OR YOUR PEERS TAKE A PART IN MAKING DECISIONS WHICH AFFECT YOU											
.89	2.15	2	19	18	40	13	9	1 STUDENTS	175	57	14	5	22	33	22	3	2.87	.88	3.41
.94	2.76	42	1	6	15	21	14	2 TEACHERS	132	43			6	15	33	44	3.43	.74	4.14
								11 YOUR LEADERS KNOW HOW IT IS FROM YOUR POINT OF VIEW											
.90	1.82	2	17	35	32	8	6	1 STUDENTS	175	57	9	3	19	31	36	2	3.13	.86	3.44
1.01	3.00	42	4	4	16	11	23	2 TEACHERS	132	43			5	20	32	43	3.48	.64	3.11
								12 TRUE AND COMPLETE INFORMATION IS USED TO RATE WHAT YOU AND YOUR PEERS DO											
.96	2.36	2	23	13	35	12	13	1 STUDENTS	175	57	19	2	12	26	37	3	3.26	.83	5.08
.95	2.92	42	8	4	13	17	17	2 TEACHERS	132	43	1	1	1	17	36	44	3.62	.94	4.87

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0086-002	06/10/76	DEPT- HOME & INDUSTRIAL ARTS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 7-04

IS									SHOULD BE										INTENSITY SCORE
			FREQUENCY								FREQUENCY								
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 13 14 15 16 17 18	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	[illegible]
								13 YOU KNOW HOW THINGS ARE FROM YOUR LEADERS' POINT OF VIEW											
.99	2.22	2	18	20	34	14	12	1 STUDENTS	175	57	14	6	25	25	28	3	2.90	.95	3.46
.96	2.86	42	3	5	16	17	17	2 TEACHERS	132	43	1	2	5	20	29	43	3.36	.77	3.11
								14 LEADERS ARE TOLD WHAT THEY SHOULD KNOW IN AN OPEN WAY BY THOSE INVOLVED											
.92	2.12	2	25	18	37	10	9	1 STUDENTS	175	57	13	9	19	31	30	2	3.03	.89	4.43
.90	2.70	42	5	5	16	22	12	2 TEACHERS	132	43	2	1	5	22	27	43	3.36	.72	3.99
								15 YOU FEEL CLOSE TO YOUR LEADERS											
.89	1.81	2	14	38	38	11	5	1 STUDENTS	175	57	10	11	38	20	23	3	2.63	1.02	3.64
1.05	2.88	42	1	7	17	13	20	2 TEACHERS	132	43		1	4	23	29	43	3.41	.68	2.70
								16 YOUR LEADERS LEAVE YOU FREE TO CONTROL YOUR BEHAVIOR											
1.01	1.95	3	7	38	29	13	10	1 STUDENTS	175	57	6	11	26	19	30	4	2.77	1.05	3.67
.65	3.63	42	1	1	3	13	41	2 TEACHERS	132	43			2	12	42	43	3.72	.50	.73
								17 WHEN DECISIONS ARE MADE THEY ARE BASED ON INFO YOU THINK IS RIGHT AND FAIR											
.94	2.23	2	13	19	39	17	11	1 STUDENTS	175	57	7	5	15	27	42	3	3.18	.91	5.28
.87	3.20	42	4	2	11	16	25	2 TEACHERS	132	42			2	17	30	44	3.65	.53	3.88
								18 YOU FEEL FRIENDLY WITH YOUR LEADERS											
1.03	2.37	1	9	21	35	20	18	1 STUDENTS	175	57	6	7	18	26	42	2	3.11	.96	4.08
.86	3.40	42		2	8	13	36	2 TEACHERS	132	43			2	13	42	42	3.72	.51	2.27

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/18/76	DEPTS- HOME & INDUSTRIAL ARTS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 7-05

IS								ITEMS 19 20 21 22 23 24	SHOULD BE										INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMITS	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	
								19 YOU OR YOUR PEERS CAN BRING ABOUT CHANGES IN POLICIES											
.95	2.05	2	22	25	28	15	7	1 STUDENTS	175	57	14	10	31	21	22	2	2.46	1.00	2.87
1.05	2.56	42	2	10	17	19	14	2 TEACHERS	132	43	1	1	7	19	30	42	3.30	.75	4.36
								20 IDEAS FOR WAYS TO IMPROVE THINGS COME FROM ALL CONCERNED											
.95	2.20	1	19	16	33	20	9	1 STUDENTS	175	57	11	5	21	29	33	2	3.04	.91	4.22
.97	2.88	42	4	5	19	10	14	2 TEACHERS	132	43	1		4	22	30	44	3.47	.62	3.01
								21 YOU OR YOUR PEERS CAN HELP CHANGE HOW THINGS ARE DONE											
1.08	2.18	1	15	28	29	12	14	1 STUDENTS	175	57	7	5	26	29	30	3	2.94	.91	4.02
.97	2.66	42	2	6	16	20	12	2 TEACHERS	132	43		1	6	21	27	44	3.31	.76	3.80
								22 WHEN YOUR LEADERS KNOW YOUR IDEAS THEY TRY TO USE THEM											
.88	1.99	2	14	30	36	10	6	1 STUDENTS	175	57	11	9	25	31	25	2	2.69	.89	4.74
.96	2.72	42	4	7	15	19	14	2 TEACHERS	132	43			7	27	23	43	3.29	.67	3.42
								23 YOU SHARE YOUR FEELINGS WITH YOUR LEADERS											
.90	1.88	2	9	41	32	10	6	1 STUDENTS	175	57	9	14	29	25	21	2	2.59	1.02	3.46
.92	2.83	42	2	4	18	19	16	2 TEACHERS	132	43		1	6	25	26	42	3.32	.72	3.81
								24 YOU ARE ABLE TO IMPROVE THINGS											
.95	2.15	2	7	23	42	14	11	1 STUDENTS	175	57	6	3	27	28	33	2	2.99	.90	4.31
.84	2.86	42	1	5	20	22	9	2 TEACHERS	132	43		1	9	22	25	43	3.25	.77	3.99

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	DEPT- HOME & INDUSTRIAL ARTS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 7-06

IS								ITEMS 25 26 27 28 29 30	SHOULD BE											INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMITS	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	XXXXX XXXXX
								25 YOUR LEADERS SHOW THAT THE WORK DONE BY YOU AND YOUR PEERS IS IMPORTANT											
.96	2.39	2	11	18	30	28	12	1 STUDENTS	175	57	7	6	15	33	37	2	3.11	.91	3.96
.99	2.88	42		8	9	24	17	2 TEACHERS	132	43	1		4	18	34	43	3.54	.62	4.33
								26 YOU SHARE YOUR PROBLEMS WITH YOUR LEADERS											
.98	1.82	2	9	43	26	11	8	1 STUDENTS	175	57	7	19	28	22	23	2	2.57	1.09	3.29
.92	2.71	42		6	17	23	12	2 TEACHERS	132	43		2	6	28	22	42	3.22	.74	3.62
								27 YOU OR YOUR PEERS CAN BRING ABOUT CHANGES IN WHAT IS DONE											
.87	2.07	5	18	19	42	9	7	1 STUDENTS	175	57	9	4	30	37	24	6	2.95	.84	4.41
.84	2.52	42	2	5	24	20	8	2 TEACHERS	132	43		1	8	26	23	43	3.24	.75	4.36
								28 LEADERS PROVIDE CHANCES FOR YOU TO WORK WITH YOUR PEERS IN FRIENDLY WAYS											
.92	2.27	5	7	18	40	19	11	1 STUDENTS	175	57	9	6	19	32	32	6	3.02	.91	3.96
.91	3.07	42	1	4	11	21	22	2 TEACHERS	132	43			4	17	35	44	3.55	.62	3.17
								29 THOSE NOT IN CHARGE SHOW AS MUCH CONCERN ABOUT A JOB BEING DONE AS DO LEADERS											
.95	2.19	7	11	21	36	17	18	1 STUDENTS	175	57	11	10	17	30	29	7	2.68	1.00	3.32
.97	2.74	42	3	6	17	18	14	2 TEACHERS	132	43	1		9	20	27	43	3.31	.74	3.46
								30 YOU AND YOUR PEERS TELL IT "LIKE IT IS" TO YOUR LEADERS											
1.04	2.41	6	8	18	36	17	18	1 STUDENTS	175	57	9	7	18	27	33	7	3.01	.96	3.85
.94	2.86	42		4	19	17	14	2 TEACHERS	132	43			7	20	30	42	3.42	.70	3.46

DIAGNOSTIC
SURVEY
for
LEADERSHIP
IMPROVEMENT

SCHOOL/SYSTEM	REPORT DATE	LEVEL
0030-002	06/10/76	DEPT= HOME & INDUSTRIAL ARTS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY FOR ALL SCHOOLS IN SURVEY

PAGE 7-07

IS								ITEMS 31 32 33 34 35 36	SHOULD BE											[illegible]
			FREQUENCY								FREQUENCY									
[illegible]	[illegible]	[illegible]	?	1 AN	2 S	3 O	4 AA		N	%	?	5 AN	6 S	7 O	8 AA	[illegible]	[illegible]	[illegible]	[illegible]
								31 YOU HAVE A CHANCE TO SHOW CONCERN FOR OTHERS											
1.02	2.36	6	9	19	34	16	17	1 STUDENTS	175	57	10	3	22	25	34	7	3.04	.91	3.79
.92	3.10	42		4	12	26	24	2 TEACHERS	132	43			8	17	36	42	3.39	.89	3.27
								32 YOUR LEADERS SUPPORT AND BACK YOU UP											
.95	1.07	7	8	31	34	11	9	1 STUDENTS	175	57	3	6	20	30	33	8	3.00	.94	5.11
.96	3.22	42		5	9	14	30	2 TEACHERS	132	43			2	14	42	42	3.44	.55	3.23
								33 YOU COMMUNICATE WITH LEADERS TO HELP IMPROVE THINGS											
1.02	2.25	7	10	25	30	17	13	1 STUDENTS	175	57	4	5	15	26	46	7	3.16	.91	5.13
.88	3.06	42		2	14	18	23	2 TEACHERS	132	43		1	6	14	26	42	3.49	.74	2.81
								34 YOUR LEADERS TRY TO GET YOUR IDEAS											
.98	2.12	7	9	26	33	19	10	1 STUDENTS	175	57	4	9	19	25	33	10	2.56	1.01	4.26
1.00	2.74	42		6	14	19	16	2 TEACHERS	132	43		1	5	20	31	42	3.43	.72	4.25
								35 YOUR LEADERS USE YOUR HELP TO SOLVE A COMMON PROBLEM											
.91	1.99	6	11	28	31	15	6	1 STUDENTS	175	57	8	7	18	29	20	9	2.94	.95	4.00
.87	2.72	42	1	5	17	23	11	2 TEACHERS	132	43			6	26	26	44	3.48	.67	3.76
								36 YOU ARE ENCOURAGED TO GIVE HELP TO OTHERS TO MAKE THINGS BETTER											
.95	2.34	7	13	15	34	19	11	1 STUDENTS	175	57	7	8	21	30	22	7	3.09	.88	3.82
.96	2.93	44		4	16	17	20	2 TEACHERS	132	43	1		4	20	21	45	3.56	.63	3.66

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	DEPT- HOME & INDUSTRIAL ARTS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY .

PAGE 7-08

IS									SHOULD BE											INTENSITY SCORE
			FREQUENCY								FREQUENCY									
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 37 38 39 40 41 42	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	
								37 DECISIONS ARE MADE BY THOSE CLOSE TO THE PROBLEM SOURCE											
.92	2.33	9	18	14	38	21	9	1 STUDENTS	175	57	14	5	22	22	27	9	2.94	.96	3.31
.87	2.98	42		2	18	21	17	2 TEACHERS	132	43			3	22	32	43	3.51	.64	3.98
								38 ONES WHO MAKE DECISIONS WHICH AFFECT YOU ARE AWARE OF THE THINGS YOU FACE											
.92	2.14	7	14	19	38	13	9	1 STUDENTS	175	57	16	3	17	23	27	7	3.17	.89	5.46
1.02	2.83	42	2	5	19	13	26	2 TEACHERS	132	43	1		4	17	34	44	3.58	.62	4.90
								39 YOU OR YOUR PEERS INFLUENCE WHAT HAPPENS TO YOU											
1.00	2.51	9	13	12	32	17	18	1 STUDENTS	175	57	18	5	19	24	32	9	3.09	.93	2.88
.93	2.71	42	2	5	19	20	13	2 TEACHERS	132	43	1	1	8	20	20	43	3.34	.76	3.08
								40 DECISIONS ARE MADE IN SUCH A WAY THAT YOU DO NOT MIND CARRYING THEM OUT											
.89	2.14	10	14	17	39	12	8	1 STUDENTS	175	57	11	5	18	27	29	10	3.01	.91	4.40
1.00	2.86	42		7	13	20	18	2 TEACHERS	132	43			2	22	38	43	3.58	.58	4.30
								41 NEEDED WORK GETS DONE BECAUSE YOUR LEADERS AND PEERS WORK TOGETHER											
.99	2.17	11	8	24	29	18	10	1 STUDENTS	175	57	6	5	18	31	34	11	3.14	.88	5.13
.99	2.96	42	1	5	13	17	21	2 TEACHERS	132	43	1		6	14	35	45	3.53	.49	3.49
								42 YOUR LEADERS TRY TO GET YOU TO REACH HIGH GOALS											
.98	2.59	13	9	11	31	20	17	1 STUDENTS	175	57	7	5	12	22	41	14	3.25	.91	4.06
1.03	3.04	43		5	13	13	26	2 TEACHERS	132	43			5	14	57	45	3.90	.64	3.64

DIAGNOSTIC
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SCHOOL CODE	REPORT DATE	LEVEL
0836-002	06/18/76	DEPT- HOME & INDUSTRIAL ARTS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

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IS								ITEMS 43 44 45 46 47 48	SHOULD BE										INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMITS	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	[illegible]
								43 YOU TAKE PART IN JUDGING YOUR PERFORMANCE											
1.00	2.22	12	8	21	31	16	11	1 STUDENTS	175	57	7	5	14	35	81	12	3.09	.91	4.48
1.12	2.82	42	2	16	12	14	26	2 TEACHERS	132	43	1	2	6	16	36	44	3.32	.79	4.40
								44 YOUR PEERS ACCEPT WHAT IS EXPECTED OF THEM											
.91	2.36	12	14	15	39	15	9	1 STUDENTS	175	57	7	5	28	27	27	14	2.96	.93	3.76
.84	3.08	42	2	3	10	26	17	2 TEACHERS	132	43	1		5	16	35	44	3.60	.65	3.42
								45 YOUR LEADERS WORK WITH YOU AND YOUR PEERS IN FRIENDLY WAYS											
.99	2.28	12	9	10	35	14	12	1 STUDENTS	175	57	4	6	16	25	35	12	3.21	.94	3.30
.92	3.36	42		3	10	15	36	2 TEACHERS	132	43			2	11	65	44	3.74	.50	3.00
								46 YOUR LEADERS USE WHAT THEY "FIND OUT" TO MAKE THINGS BETTER											
1.00	2.25	14	10	19	31	14	12	1 STUDENTS	175	57	5	5	21	25	30	14	2.99	.94	3.87
.87	3.03	42	3	4	8	23	17	2 TEACHERS	132	43	1		2	16	38	44	3.44	.53	4.21
								47 THINGS ARE ORGANIZED SO THAT YOU OR YOUR PEERS CAN HELP MAKE DECISIONS											
.99	2.27	12	10	19	29	18	12	1 STUDENTS	175	57	7	7	11	29	33	12	3.10	.95	4.48
.97	2.89	42	2	5	14	19	16	2 TEACHERS	132	43	2	1	6	16	36	44	3.83	.69	4.80
								48 MOST ALL WORK TOGETHER TO GET THE JOB DONE											
1.00	2.36	14	12	16	31	13	13	1 STUDENTS	175	57	4	7	19	26	28	14	2.93	.98	3.29
1.01	3.04	43		5	11	16	24	2 TEACHERS	132	43	1		2	17	28	45	3.60	.57	3.71

DIAGNOSTIC
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SCHOOL CODE	REPORT DATE	LEVEL
0036-032	06/18/76	DEPT- HOME & INDUSTRIAL ARTS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 7-18

IS								ITEMS 49 50 51 52	SHOULD BE											INTENSITY SCORE
STANDARD DEVIATION	MEAN	DEPTS	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	DEPTS	MEAN	STANDARD DEVIATION	
								49 YOUR LEADERS SHARE WITH YOU MOST ALL THE INFORMATION YOU NEED OR WANT											
.92	2.34	14	8	18	27	22	11	1 STUDENTS	175	57	6	6	11	27	35	15	3.14	.94	4.38
.99	3.12	42		6	7	19	26	2 TEACHERS	132	43			1	14	42	44	3.72	.48	4.17
								50 MOST ALL GET ALONG WELL AND HELP EACH OTHER											
.99	2.87	13	7	16	32	18	14	1 STUDENTS	175	57	4	5	12	27	35	14	3.18	.91	4.38
.84	3.33	42		2	7	15	30	2 TEACHERS	132	43				11	49	44	3.81	.39	3.42
								51 INFO ON WHAT YOU DO AND HOW WELL YOU DO IT IS USED TO HELP SOLVE PROBLEMS											
.93	2.21	14	11	18	31	18	8	1 STUDENTS	175	57	9	3	16	26	31	15	3.11	.89	4.38
.98	3.03	43	5	5	10	17	20	2 TEACHERS	132	43	2	1	9	16	31	45	3.44	.74	2.79
								52 THE LEADERS WORK WITH THEIR PEERS AND PEOPLE BELOW THEM TO MAKE DECISIONS											
1.04	2.28	15	14	22	23	16	10	1 STUDENTS	175	57	9	4	14	26	31	14	3.12	.89	4.88
1.04	2.96	42	2	8	8	19	21	2 TEACHERS	132	43	1	1	9	15	34	45	3.51	.71	3.86

DSLI DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

SCHOOL ID CODE	SURVEY DATE	LEVEL
0004-002	[illegible]	DEPT- HOME & INDUSTRIAL ARTS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

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IS								FACTOR DEFINITIONS	SHOULD BE										DISCREPANCY SCORE
			FREQUENCY						N	%	FREQUENCY								
[illegible]	[illegible]	[illegible]	?	1 AN	2 S	3 O	4 AA				?	5 AN	6 S	7 O	8 AA	[illegible]	[illegible]	[illegible]	[illegible]
	2.22 3.12							CONFIDENCE AND TRUST ITEMS 01 04 05 12 14 15 16 17 18 26 32 41 44 49 1 STUDENTS 2 TEACHERS									[illegible] 3.41		4.48 3.29
	2.16 2.89							COMMUNICATION ITEMS 13 19 20 21 23 24 25 30 33 34 1 STUDENTS 2 TEACHERS									2.96 3.40		[illegible] 3.32
	2.30 2.94							CONTROL ITEMS 06 28 29 31 36 42 43 51 1 STUDENTS 2 TEACHERS									3.09 3.61		4.34 3.67
	2.16 2.85							DECISION-MAKING ITEMS 02 03 07 10 11 22 35 37 38 39 1 STUDENTS 2 TEACHERS									3.02 3.44		4.86 3.96
	2.22 2.95							INTERACTION INFLUENCE ITEMS 08 09 27 40 43 46 47 48 50 52 1 STUDENTS 2 TEACHERS									3.08 3.84		4.88 3.97

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SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	DEPT- HOME & INDUSTRIAL ARTS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

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IS								CRITICAL ITEMS STUDENTS	SHOULD BE											INTENSITY SCORE
[illegible]	[illegible]	[illegible]	FREQUENCY						N	%	FREQUENCY					[illegible]	[illegible]	[illegible]	
			?	1 AN	2 S	3 O	4 AA				?	5 AN	6 S	7 O	8 AA				

10 ITEMS WITH HIGHEST INTENSITY SCORES.

INTENSITY SCORE	ITEM NO	ITEM	DIRECTIONS FOR IMPROVEMENT	PLAN MADE	ACTION TAKEN
[illegible].44	11	YOUR LEADERS KNOW HOW IT IS FROM YOUR POINT OF VIEW.	LEADERS MAKE OBSERVABLE ATTEMPTS TO OBTAIN AND ACT UPON INFORMATION FROM SUBORDINATES ABOUT ORGANIZATIONAL GOALS AND TASKS.		
5.47	09	YOUR LEADERS TREAT YOU IN WAYS WHICH MAKE YOU FEEL IMPORTANT.	SUBORDINATES' IDEAS AND ACTIONS ARE GIVEN THE SAME CONSIDERATION AS ARE COLLEAGUES'.		
5.44	38	THE PEOPLE WHO MAKE DECISIONS WHICH AFFECT YOU ARE AWARE OF THE THINGS YOU FACE.	LEADERS KNOW AND UNDERSTAND PROBLEMS OF SUBORDINATES VERY WELL.		
5.20	17	WHEN DECISIONS ARE MADE THEY ARE BASED ON INFO WHICH YOU THINK IS RIGHT AND FAIR.	COMPLETE AND ACCURATE INFORMATION IS GATHERED, AND MADE AVAILABLE, BEFORE FINAL DECISIONS ARE MADE.		
5.15	41	NEEDED WORK GETS DONE BECAUSE OF THE WAY YOUR LEADERS AND PEERS WORK TOGETHER.	PEOPLE IN THE ORGANIZATION WORK CO-OPERATIVELY ON JOINT PROBLEMS TREATING SUBORDINATES AS EQUALS.		
5.13	33	YOU COMMUNICATE WITH LEADERS TO HELP IMPROVE THINGS.	ENCOURAGE SUBORDINATES TO COMMUNICATE PROBLEMS AND BASE ACTION DECISIONS UPON THIS INFORMATION.		
5.11	32	YOUR LEADERS SUPPORT AND BACK YOU UP.	WHEN SUBORDINATES MAKE MISTAKES, THESE ARE USED AS GROWTH OPPORTUNITIES.		
5.10	45	YOUR LEADERS WORK WITH YOU AND YOUR PEERS IN FRIENDLY WAYS.	LEADERS STRUCTURE TASKS WHEREBY SUBORDINATES CAN INTERACT IN AN OPEN AND FRIENDLY WAY.		
5.08	04	YOUR LEADERS WORK WITH YOU IN SUCH A WAY THAT YOU LIKE TO DO WHAT THEY EXPECT.	SUBORDINATES ARE GIVEN AN OPPORTUNITY TO WORK OUT MUTUALLY ACCEPTABLE WAYS OF DOING THINGS.		
5.05	12	TRUE AND COMPLETE INFORMATION IS USED TO RATE WHAT YOU AND YOUR PEERS DO.	JOINT UNDERSTANDINGS OF EVALUATIVE CRITERIA SHOULD BE ESTABLISHED AND UTILIZED.		

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SCHOOL CODE	REPORT DATE	LEVEL
0026-002	06/10/76	DEPT- HOME & INDUSTRIAL ARTS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 7-13

IS: STANDARD DEVIATION · MEAN · OMITS · FREQUENCY ? · 1 AN · 2 S · 3 O · 4 AA

CRITICAL ITEMS TEACHERS

SHOULD BE: N · % · FREQUENCY ? · 5 AN · 6 S · 7 O · 8 AA · OMITS · MEAN · STANDARD DEVIATION · INTENSITY SCORE

10 ITEMS WITH HIGHEST INTENSITY SCORES

INTENSITY SCORE	ITEM NO	ITEM	DIRECTIONS FOR IMPROVEMENT	PLAN MADE	ACTION TAKEN
5.01	06	YOUR LEADERS USE WHAT THEY KNOW ABOUT "HOW YOU ARE DOING" TO HELP YOU IMPROVE.	LEADERS MAKE AN EFFORT TO OBTAIN AND USE INFORMATION ABOUT SUBORDINATES' BEHAVIOR TO MAKE POSITIVE CHANGES.		
4.76	19	YOU OR YOUR PEERS CAN BRING ABOUT CHANGES IN POLICIES.	SUBORDINATE PROPOSALS SHOULD BE CONSIDERED FOR NEW AND EXISTING POLICY DEVELOPMENT.		
4.59	38	THE PEOPLE WHO MAKE DECISIONS WHICH AFFECT YOU ARE AWARE OF THE THINGS YOU FACE.	LEADERS KNOW AND UNDERSTAND PROBLEMS OF SUBORDINATES VERY WELL.		
4.57	12	TRUE AND COMPLETE INFORMATION IS USED TO RATE WHAT YOU AND YOUR PEERS DO.	JOINT UNDERSTANDING OF EVALUATIONS CRITERIA SHOULD BE ESTABLISHED AND UTILIZED.		
4.50	07	DECISIONS ARE MADE THROUGH TEAMWORK.	REPRESENTATIVES FROM DIFFERENT ORGANIZATIONAL LEVELS FORM DECISION-MAKING TEAMS.		
4.43	43	YOU TAKE PART IN JUDGING YOUR PERFORMANCE.	OPPORTUNITIES FOR SUBORDINATE PARTICIPATION IN EVALUATION ARE PROVIDED FOR.		
4.30	02	TEAMWORK IS USED TO IMPROVE THINGS.	WHENEVER POSSIBLE TEAMWORK SHOULD BE USED.		
4.24	08	YOUR LEADERS DISCUSS WITH YOU OR YOUR PEERS WAYS TO IMPROVE THINGS.	SUBORDINATE IDEAS FOR DETERMINING GOALS, METHODS, AND ACTIVITIES SHOULD BE UTILIZED.		
4.28	40	DECISIONS ARE MADE IN SUCH A WAY THAT YOU DO NOT MIND CARRYING THEM OUT.	DECISIONS SHOULD BE BASED UPON MUTUALLY ACCEPTABLE PROCEDURES AND OUTCOMES.		
4.26	03	YOU OR YOUR PEERS CAN TAKE PART IN IMPROVING THINGS.	INCREASE OPPORTUNITIES FOR SUBORDINATES TO TAKE A MORE ACTIVE PART IN IMPROVING THE OPERATION OF THE SCHOOL.		

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SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	DEPT-1/ VOCATIONAL EDUCATIONAL

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 6-01

IS								ALL ITEMS STUDENTS TO TEACHERS TEACHERS TO DEPT. HEADS	SHOULD BE											INCONGRUITY SCORE
[illegible]	[illegible]	[illegible]	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	[illegible]	[illegible]	[illegible]	[illegible]
1.02	2.34	19	9	17	27	16	12	TOTAL	257	100	7	5	16	22	29	20	2.84	.95	2.76
.97	2.45	25	9	11	27	16	12	1 BLACK	39	15	5	6	18	20	25	27	2.88	.97	2.48
1.02	2.32	16	9	17	27	16	12	2 WHITE	216	84	8	5	16	23	30	19	2.86	.94	2.90
.72	1.66		10	44	37	6	2	3 ORIENTAL	1			4	45	28	22		2.72	.84	4.07
.66	1.40		17	54	25	2	2	4 AMERICAN INDIAN	1		12	6	17	10	52		3.22	1.06	4.40
								5 PUERTO RICAN											
								6 MEXICAN AMERICAN											
								7 CUBAN											
1.00	2.25	6	11	21	32	16	12	STUDENTS	192	74	9	7	26	26	31	9	2.90	.97	2.76
.95	2.34	6	13	15	37	17	12	1 BLACK	25	13	7	9	27	25	26	6	2.79	.99	2.30
1.00	2.23	9	12	22	31	16	12	2 WHITE	165	65	10	6	19	26	31	9	2.99	.97	2.96
.71	1.72		18	56	20	5	2	3 OTHER	2	1	7	0	29	21	30		2.97	.98	4.37
.95	2.68	51	2	4	13	15	15	TEACHERS	65	25	1		4	16	25	54	3.44	.68	3.50
.92	2.69	58	2	3	11	15	11	1 BLACK	14	21	1		4	12	16	65	3.41	.69	3.29
.96	2.65	49	1	4	14	15	14	2 WHITE	51	78			6	17	26	51	3.45	.67	3.46
								3 OTHER											

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SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	DEPT-U VOCATIONAL EDUCATIONAL

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE B-02

IS									SHOULD BE												INTENSITY SCORE
			FREQUENCY								FREQUENCY										
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 01 02 03 04 05 06	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	
								01 YOUR LEADERS HAVE FAITH AND TRUST IN YOU											
.97	2.98	5	15	8	36	17	19	1 STUDENTS	192	75	3	3	18	27	44	5	3.22	.86	3.27
.68	3.59	51	5		2	12	29	2 TEACHERS	65	25			2	5	38	55	3.76	.51	1.26
								02 TEAMWORK IS USED TO IMPROVE THINGS											
.96	2.47	5	7	12	35	26	15	1 STUDENTS	192	75	9	3	15	32	36	5	3.18	.94	4.06
1.06	2.46	54	2	9	14	12	9	2 TEACHERS	65	25		2	6	18	18	55	3.21	.82	4.18
								03 YOU OR YOUR PEERS CAN TAKE PART IN IMPROVING THINGS											
1.08	2.29	5	16	20	38	14	16	1 STUDENTS	192	75	6	2	22	27	38	6	3.11	.86	4.42
.92	2.72	51		5	18	16	11	2 TEACHERS	65	25	2		5	10	32	54	3.56	.66	4.02
								04 YOUR LEADERS WORK WITH YOU IN SUCH A WAY THAT YOU LIKE TO DO WHAT THEY EXPECT											
1.05	2.86	4	6	21	29	22	19	1 STUDENTS	192	75	12	9	14	30	30	5	3.12	.91	4.29
.85	2.97	52		2	14	17	15	2 TEACHERS	65	25			2	18	29	51	3.84	.34	3.00
								05 YOU HAVE FAITH AND TRUST IN YOUR LEADERS											
1.02	2.68	5	3	9	38	17	26	1 STUDENTS	192	75	5	4	12	21	54	4	3.36	.94	3.78
.96	3.19	51	2	3	9	11	26	2 TEACHERS	65	25			2	6	37	54	3.37	.50	4.08
								06 YOUR LEADERS USE WHAT THEY KNOW ABOUT HOW YOU ARE DOING TO HELP YOU IMPROVE											
1.06	2.62	5	12	14	22	26	22	1 STUDENTS	192	75	14	3	08	36	42	4	3.08	.87	[illegible]
.96	2.46	51	2	9	14	18	6	2 TEACHERS	65	25		2	3	12	28	54	3.46	.75	[illegible]

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SCHOOL CODE	REPORT DATE	LEVEL
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SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 8-03

IS									SHOULD BE											INTENSITY SCORE
			FREQUENCY								FREQUENCY									
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 07 08 09 10 11 12	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	
								07 DECISIONS ARE MADE THROUGH TEAMWORK											
1.06	2.28	4	10	28	32	14	14	1 STUDENTS	192	75	8	5	18	32	38	6	2.82	.90	4.19
.97	2.47	52	2	8	17	14	8	2 TEACHERS	65	25		2	11	24	18	55	3.10	.90	2.50
								08 YOUR LEADERS DISCUSS WITH YOU OR YOUR PEERS WAYS TO IMPROVE THINGS.											
1.06	2.30	5	8	20	31	18	18	1 STUDENTS	192	75	8	4	17	26	40	6	3.1[illegible]	.89	4.51
1.02	2.52	52		8	18	11	11	2 TEACHERS	65	25		2	8	14	23	54	3.[illegible]	.87	4.26
								09 YOUR LEADERS TREAT YOU IN WAYS WHICH MAKE YOU FEEL IMPORTANT											
1.01	2.08	4	8	31	28	19	10	1 STUDENTS	192	75	9	4	20	28	35	5	3.10	.90	5.28
1.04	2.72	51	2	8	11	17	12	2 TEACHERS	65	25			9	18	18	54	3.20	.76	2.00
								10 YOU OR YOUR PEERS TAKE A PART IN MAKING DECISIONS WHICH AFFECT YOU											
.97	2.13	5	15	24	32	16	9	1 STUDENTS	192	75	17	8	20	26	24	5	2.84	.98	3.66
.94	2.68	51		5	28	14	12	2 TEACHERS	65	25			8	18	20	54	3.27	.74	3.77
								11 YOUR LEADERS KNOW HOW IT IS FROM YOUR POINT OF VIEW											
1.01	2.05	5	17	28	29	11	10	1 STUDENTS	192	75	15	5	15	26	34	6	3.12	.92	5.90
.83	2.84	51	6	2	20	14	8	2 TEACHERS	65	25			5	25	17	54	3.27	.64	3.72
								12 TRUE AND COMPLETE INFORMATION IS USED TO RATE WHAT YOU AND YOUR PEERS DO											
.98	2.44	5	28	7	29	17	10	1 STUDENTS	192	75	21	4	17	23	27	6	3.01	.92	2.09
.82	3.00	51	6	3	5	25	11	2 TEACHERS	65	25	2		5	18	23	54	3.65	.63	2.98

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SCHOOL CODE	REPORT DATE	LEVEL
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SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 8.04

IS								ITEMS 13 14 15 16 17 18	SHOULD BE										INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMITS	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	XXXXX XXXXX
								13 YOU KNOW HOW THINGS ARE FROM YOUR LEADERS' POINT OF VIEW											
.95	2.26	6	18	17	32	17	10	1 STUDENTS	192	75	12	7	26	19	28	7	2.85	1.01	3.01
.95	3.08	51	2	2	13	11	20	2 TEACHERS	65	25	2		6	12	26	54	3.65	.74	2.72
								14 LEADERS ARE TOLD WHAT THEY SHOULD KNOW IN AN OPEN WAY BY THOSE INVOLVED											
1.01	2.86	4	31	18	28	15	9	1 STUDENTS	192	75	31	6	22	19	26	5	2.89	.96	3.18
.88	2.60	51	8	2	28	14	9	2 TEACHERS	65	25	2		3	18	22	55	3.42	.62	4.32
								15 YOU FEEL CLOSE TO YOUR LEADERS											
.97	1.09	5	18	34	31	9	9	1 STUDENTS	192	75	18	11	25	21	24	5	2.72	1.04	3.06
1.16	2.71	52		9	12	9	17	2 TEACHERS	65	25	[illegible]		5	12	26	55	3.50	.69	4.90
								16 YOUR LEADERS LEAVE YOU FREE TO CONTROL YOUR BEHAVIOR											
1.05	2.68	5	8	30	25	15	11	1 STUDENTS	192	75	6	15	31	23	21	5	2.56	1.02	2.99
.52	3.72	51			2	11	37	2 TEACHERS	65	25			2	6	37	54	3.77	.50	.37
								17 WHEN DECISIONS ARE MADE THEY ARE BASED ON INFO YOU THINK IS RIGHT AND FAIR											
.97	2.29	6	12	16	35	18	12	1 STUDENTS	192	75	16	8	14	28	32	6	3.00	.97	3.78
.84	3.07	52	2	2	9	16	15	2 TEACHERS	65	25	2			14	31	54	3.69	.47	4.19
								18 YOU FEEL FRIENDLY WITH YOUR LEADERS											
1.03	2.46	5	7	14	34	18	20	1 STUDENTS	192	75	6	8	18	26	30	6	3.01	1.00	3.15
.82	3.28	52		2	6	15	25	2 TEACHERS	65	25			2	12	34	52	3.68	.54	2.52

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0034-002	06/10/76	DEPT-U VOCATIONAL EDUCATIONAL

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 0-05

IS			FREQUENCY						SHOULD BE		FREQUENCY								INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMIT	?	1 AN	2 S	3 O	4 AA	ITEMS 19 20 21 22 23 24	N	%	?	5 AN	6 S	7 O	8 AA	OMIT	MEAN	STANDARD DEVIATION	XXXXXX XXXXXX
								19 YOU OR YOUR PEERS CAN BRING ABOUT CHANGES IN POLICIES											
.90	1.00	5	22	28	30	16	9	1 STUDENTS	192	75	19	11	21	24	19	6	2.67	1.02	3.51
.92	2.50	52		5	20	14	9	2 TEACHERS	65	25			12	16	17	52	3.10	.79	2.98
								20 IDEAS FOR WAYS TO IMPROVE THINGS COME FROM ALL CONCERNED											
.99	2.21	6	21	19	31	12	11	1 STUDENTS	192	75	14	7	16	28	29	6	3.00	.95	4.11
.86	3.08	52		5	3	24	12	2 TEACHERS	65	25			2	25	20	55	3.41	.57	2.62
								21 YOU OR YOUR PEERS CAN HELP CHANGE HOW THINGS ARE DONE											
.90	2.00	6	13	24	37	11	7	1 STUDENTS	192	75	7	6	27	24	29	7	[illegible]	.94	4.29
.90	2.61	51		5	15	16	12	2 TEACHERS	65	25			3	25	18	54	3.38	.61	[illegible]
								22 WHEN YOUR LEADERS KNOW YOUR IDEAS THEY TRY TO USE THEM											
.86	1.90	6	10	26	41	11	6	1 STUDENTS	192	75	7	9	22	30	25	6	2.82	.97	4.03
.75	2.61	51	2	2	14	25	6	2 TEACHERS	65	25	2		6	25	12	55	3.14	.65	1.96
								23 YOU SHARE YOUR FEELINGS WITH YOUR LEADERS											
.94	1.94	6	9	32	33	12	6	1 STUDENTS	192	75	8	14	28	27	17	7	2.84	.99	2.68
.93	2.69	51		5	17	17	11	2 TEACHERS	65	25			8	22	17	54	3.20	.71	3.00
								24 YOU ARE ABLE TO IMPROVE THINGS											
.92	2.00	6	6	28	36	17	7	1 STUDENTS	192	75	5	5	25	32	27	7	2.92	.90	4.32
1.02	2.47	51		9	17	14	9	2 TEACHERS	65	25		2	11	18	15	54	3.05	.85	3.08

DIAGNOSTIC
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IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	DEPT- VOCATIONAL EDUCATIONAL

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 8-06

IS STANDARD DEVIATION	IS MEAN	IS OMITS	IS FREQUENCY ?	IS FREQUENCY 1 AN	IS FREQUENCY 2 S	IS FREQUENCY 3 O	IS FREQUENCY 4 AA	ITEMS 25 26 27 28 29 30	SHOULD BE N	SHOULD BE %	SHOULD BE FREQUENCY ?	SHOULD BE FREQUENCY 5 AN	SHOULD BE FREQUENCY 6 S	SHOULD BE FREQUENCY 7 O	SHOULD BE FREQUENCY 8 AA	SHOULD BE OMITS	SHOULD BE MEAN	SHOULD BE STANDARD DEVIATION	INTENSITY SCORE
								25 YOUR LEADERS SHOW THAT THE WORK DONE BY YOU AND YOUR PEERS IS IMPORTANT											
1.02	2.32	6	9	19	34	16	16	1 STUDENTS	192	75	8	6	14	26	37	7	3.10	.96	4.18
1.00	2.81	51		6	11	18	14	2 TEACHERS	65	25			6	18	23	52	[illegible]	.71	3.32
								26 YOU SHARE YOUR PROBLEMS WITH YOUR LEADERS											
.95	1.98	6	6	39	24	11	8	1 STUDENTS	192	75	9	17	29	20	19	6	2.50	1.05	2.52
1.04	2.68	51		8	15	14	12	2 TEACHERS	65	25		2	9	22	18	54	3.23	.77	3.31
								27 YOU OR YOUR PEERS CAN BRING ABOUT CHANGES IN WHAT IS DONE											
.88	2.08	6	14	22	30	11	7	1 STUDENTS	192	75	10	7	26	26	25	7	2.82	.96	3.83
.95	2.76	51	2	5	17	17	11	2 TEACHERS	65	25			9	22	15	54	3.13	.73	2.28
								28 LEADERS PROVIDE CHANCES FOR YOU TO WORK WITH YOUR PEERS IN FRIENDLY WAYS											
1.05	2.38	9	9	19	33	14	17	1 STUDENTS	192	75	7	5	16	32	30	9	3.02	.95	3.99
.91	3.08	51	2	3	9	16	17	2 TEACHERS	65	25	2		5	18	22	54	3.38	.66	2.86
								29 THOSE NOT IN CHARGE SHOW AS MUCH CONCERN ABOUT A JOB BEING DONE AS DO LEADERS											
.96	2.12	7	12	22	32	12	9	1 STUDENTS	192	75	18	9	19	25	23	8	2.81	1.01	3.46
.81	2.98	51	2		17	19	14	2 TEACHERS	65	25	2		6	17	22	54	3.34	.72	2.87
								30 YOU AND YOUR PEERS TELL IT "LIKE IT IS" TO YOUR LEADERS											
1.02	2.38	6	4	21	40	16	16	1 STUDENTS	192	75	5	4	26	22	32	9	2.94	.97	3.94
1.08	2.88	51		6	14	12	17	2 TEACHERS	65	25	2		6	17	28	55	3.32	.72	3.12

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SCHOOL CODE	REPORT DATE	LEVEL
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SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

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IS									SHOULD BE										INTENSITY SCORE
			FREQUENCY								FREQUENCY								
STANDARD DEVIATION	MEAN	OMIT	?	1 AN	2 S	3 O	4 AA	ITEMS 31 32 33 34 35 36	N	%	?	5 AN	6 S	7 O	8 AA	OMIT	MEAN	STANDARD DEVIATION	
								31 YOU HAVE A CHANCE TO SHOW CONCERN FOR OTHERS											
.95	2.28	9	8	17	39	16	12	1 STUDENTS	192	75	9	4	26	20	32	9	2.88	.95	3.60
.95	3.06	51		3	11	15	20	2 TEACHERS	65	25			2	20	25	54	3.38	.57	2.88
								32 YOUR LEADERS SUPPORT AND BACK YOU UP											
.96	1.99	9	8	30	31	14	6	1 STUDENTS	192	75	7	9	21	27	27	9	2.86	.99	4.21
.95	3.08	51	2	3	11	15	16	2 TEACHERS	65	25				11	25	54	3.77	.42	5.08
								33 YOU COMMUNICATE WITH LEADERS TO HELP IMPROVE THINGS											
.98	2.38	8	6	23	33	16	11	1 STUDENTS	192	75	6	8	21	29	28	8	2.88	.97	3.45
.92	2.72	31		3	20	14	12	2 TEACHERS	65	25	2		9	20	20	55	3.39	.63	4.09
								34 YOUR LEADERS TRY TO GET YOUR IDEAS											
1.05	2.08	4	10	30	28	13	12	1 STUDENTS	192	75	9	8	22	25	26	9	2.83	.99	3.64
1.02	2.75	51		8	9	20	12	2 TEACHERS	65	25	2	2	5	15	23	54	3.34	.81	3.99
								35 YOUR LEADERS USE YOUR HELP TO SOLVE A COMMON PROBLEM											
1.01	2.09	10	9	28	29	14	10	1 STUDENTS	192	75	9	9	29	22	25	9	2.77	1.01	3.30
.91	2.65	51	2	3	22	12	11	2 TEACHERS	65	25	2		9	17	18	54	3.21	.77	3.28
								36 YOU ARE ENCOURAGED TO GIVE HELP TO OTHERS TO MAKE THINGS BETTER											
.98	2.34	9	11	16	32	17	12	1 STUDENTS	192	75	10	4	20	24	32	9	3.05	.93	3.82
.98	2.75	51		6	12	18	12	2 TEACHERS	65	25			3	22	28	55	3.38	.62	3.86

DIAGNOSTIC
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IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	DEPT- VOCATIONAL EDUCATIONAL

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

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IS								ITEMS 37 38 39 40 41 42	SHOULD BE										INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMITS	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	
								37 DECISIONS ARE MADE BY THOSE CLOSE TO THE PROBLEM SOURCE											
.91	2.35	9	19	12	33	14	16	1 STUDENTS	192	75	14	6	23	20	27	10	2.98	.98	2.88
.85	3.34	51	6		12	12	18	2 TEACHERS	65	25			5	17	23	55	3.41	.68	1.76
								38 ONES WHO MAKE DECISIONS WHICH AFFECT YOU ARE AWARE OF THE THINGS YOU FACE											
.97	2.12	10	16	22	26	14	6	1 STUDENTS	192	75	14	9	11	27	28	11	2.97	1.01	4.32
.93	2.62	51	3	3	22	11	11	2 TEACHERS	65	25			3	12	31	54	3.48	.62	4.06
								39 YOU OR YOUR PEERS INFLUENCE WHAT HAPPENS TO YOU											
.95	2.34	10	14	17	35	14	10	1 STUDENTS	192	75	14	10	26	18	21	11	2.66	1.04	2.65
.82	2.77	51	3	2	17	18	9	2 TEACHERS	65	25	2		8	15	22	54	3.31	.76	3.28
								40 DECISIONS ARE MADE IN SUCH A WAY THAT YOU DO NOT MIND CARRYING THEM OUT											
.82	2.84	11	11	20	40	14	5	1 STUDENTS	192	75	6	10	21	25	24	11	2.78	1.02	3.86
.92	2.84	51		2	20	12	15	2 TEACHERS	65	25			3	15	28	54	3.53	.63	4.39
								41 NEEDED WORK GETS DONE BECAUSE YOUR LEADERS AND PEERS WORK TOGETHER											
1.08	2.21	11	11	21	31	15	11	1 STUDENTS	192	75	9	5	17	29	29	12	3.02	.91	4.29
.84	3.[illegible]	51	5	2	11	16	14	2 TEACHERS	65	25	2		2	11	32	54	3.56	.54	4.61
								42 YOUR LEADERS TRY TO GET YOU TO REACH HIGH GOALS											
1.04	2.32	12	4	15	36	19	26	1 STUDENTS	192	75	4	7	16	19	42	12	3.12	1.01	3.28
1.08	2.84	52	2	5	11	15	17	2 TEACHERS	65	25	2		2	12	28	54	3.58	.57	4.24

DIAGNOSTIC
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IMPROVEMENT

SCHOOL [illegible]	[illegible] DATE	LEVEL
0036-002	05/10/76	0370-1 VOCATIONAL (EDUCATIONAL)
SCHOOL NAME	SYSTEM NAME	
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY	

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IS									SHOULD BE										INTENSITY SCORE
[illegible]	[illegible]	[illegible]	FREQUENCY					ITEMS 43 44 45 46 47 48	N	%	FREQUENCY					[illegible]	[illegible]	[illegible]	[illegible]
			?	1 AN	2 S	3 O	4 AA				?	5 AN	6 S	7 O	8 AA				
								43 YOU TAKE PART IN JUDGING YOUR PERFORMANCE											
.96	2.10	12	16	26	28	14	9	1 STUDENTS	192	75	11	7	19	22	27	12	2.92	.98	3.88
1.12	2.08	51	2	11	11	14	12	2 TEACHERS	65	25				22	22	54	2.50	.91	3.99
								44 YOUR PEERS ACCEPT WHAT IS EXPECTED OF THEM											
.92	2.23	13	16	17	37	15	9	1 STUDENTS	192	75	12	6	22	19	29	13	2.93	1.06	3.78
.84	3.10	51	3		14	14	18	2 TEACHERS	65	25			2	18	26	54	3.55	.37	2.85
								45 YOUR LEADERS WORK WITH YOU AND YOUR PEERS IN FRIENDLY WAYS											
1.04	2.31	14	4	20	31	14	15	1 STUDENTS	192	75	3	7	16	21	40	14	3.12	.99	4.29
.81	3.46	51	2		9	6	32	2 TEACHERS	65	25	2		2	6	35	54	3.74	.51	2.82
								46 YOUR LEADERS USE WHAT THEY "FIND OUT" TO MAKE THINGS BETTER											
.98	2.42	14	7	16	27	24	12	1 STUDENTS	192	75	9	9	18	22	33	14	3.08	.95	3.60
.98	3.16	51	5	2	11	14	18	2 TEACHERS	65	25				17	29	54	3.62	.45	3.56
								47 THINGS ARE ORGANIZED SO THAT YOU OR YOUR PEERS CAN HELP MAKE DECISIONS											
.95	2.15	15	7	22	28	26	7	1 STUDENTS	192	75	7	6	19	28	34	14	3.04	.96	4.61
1.04	2.68	52		8	12	15	12	2 TEACHERS	65	25			5	17	28	54	3.42	.68	4.38
								48 MOST ALL WORK TOGETHER TO GET THE JOB DONE											
1.02	2.27	14	7	21	27	19	12	1 STUDENTS	192	75	5	4	19	26	32	19	3.08	.98	4.23
.94	3.15	51	2	2	14	11	22	2 TEACHERS	65	25				12	34	54	3.72	.45	4.30

DIAGNOSTIC
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IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	DEPT-: VOCATIONAL EDUCATIONAL

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

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IS									SHOULD BE											INTENSITY SCORE
			FREQUENCY								FREQUENCY								
STANDARD DEVIATION	MEAN	UNITS	?	1 AN	2 S	3 O	4 AA	ITEMS 49 50 51 52	N	%	?	5 AN	6 S	7 O	8 AA	UNITS	MEAN	STANDARD DEVIATION	IS/SB
								49 YOUR LEADERS SHARE WITH YOU MOST ALL THE INFORMATION YOU NEED OR WANT											
1.01	2.34	15	9	16	29	20	13	1 STUDENTS	192	75	4	5	20	20	37	15	3.10	.96	4.13
1.02	2.84	51		5	15	12	17	2 TEACHERS	65	25			2	15	29	54	3.60	.54	4.00
								50 MOST ALL GET ALONG WELL AND HELP EACH OTHER											
1.01	2.58	14	9	12	34	19	17	1 STUDENTS	192	75	9	9	14	21	38	15	3.14	.96	3.60
.74	3.34	51			6	17	29	2 TEACHERS	65	25			3	6	26	55	3.72	.59	2.68
								51 INFO ON WHAT YOU DO AND HOW WELL YOU DO IT IS USED TO HELP SOLVE PROBLEMS											
.95	2.38	16	16	14	36	19	16	1 STUDENTS	192	75	11	3	15	28	31	14	3.09	.92	4.02
.95	2.76	51	9	3	17	12	12	2 TEACHERS	65	25	2		5	16	28	54	3.45	.63	4.90
								52 THE LEADERS WORK WITH THEIR PEERS AND PEOPLE BELOW THEM TO MAKE DECISIONS											
.97	2.38	15	6	20	31	17	9	1 STUDENTS	192	75	7	6	18	19	34	14	3.05	1.00	4.46
.93	2.33	52	2	5	12	16	11	2 TEACHERS	65	25			2	18	26	52	3.45	.57	4.92

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LEADERSHIP
IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0004-002	06/10/76	DEPT-VOCATIONAL EDUCATIONAL
SCHOOL NAME		SYSTEM NAME
ALL MIDDLE SCHOOLS		SUMMARY OF ALL SCHOOLS IN SURVEY

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IS								FACTOR DEFINITIONS	SHOULD BE										INTENSITY SCORE
			FREQUENCY								FREQUENCY								
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 O	4 AA		N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	[illegible]
	2.27 3.00							CONFIDENCE AND TRUST ITEMS 01 04 05 12 14 15 16 17 18 26 32 41 44 49 1 STUDENTS 2 TEACHERS									3.08 3.50		3.86 3.80
	2.12 2.77							COMMUNICATION ITEMS 13 19 20 21 23 24 25 30 33 34 1 STUDENTS 2 TEACHERS									2.84 3.29		3.48 3.19
	2.20 2.61							CONTROL ITEMS 06 28 29 31 36 42 43 51 1 STUDENTS 2 TEACHERS									3.02 3.44		3.66 4.07
	2.19 2.49							DECISION-MAKING ITEMS 02 03 07 10 11 22 35 37 38 39 1 STUDENTS 2 TEACHERS									2.94 3.29		3.84 3.58
	2.34 2.93							INTERACTION INFLUENCE ITEMS 08 09 27 40 45 46 47 48 50 52 1 STUDENTS 2 TEACHERS									3.04 3.56		4.22 3.66

DIAGNOSTIC
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LEADERSHIP
IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0836-002	06/10/76	DEPT- VOCATIONAL EDUCATIONAL

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

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IS								CRITICAL ITEMS STUDENTS	SHOULD BE											INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMITS	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	XXXXX

10 ITEMS WITH HIGHEST INTENSITY SCORES.

INTENSITY SCORE	ITEM NO	ITEM	DIRECTIONS FOR IMPROVEMENT	PLAN MADE	ACTION TAKEN
5.99	11	YOUR LEADERS KNOW HOW IT IS FROM YOUR POINT OF VIEW.	LEADERS MAKE OBSERVABLE ATTEMPTS TO OBTAIN AND ACT UPON INFORMATION FROM SUBORDINATES ABOUT ORGANIZATIONAL GOALS AND TASKS.		
5.20	09	YOUR LEADERS TREAT YOU IN WAYS WHICH MAKE YOU FEEL IMPORTANT.	SUBORDINATES' IDEAS AND ACTIONS ARE GIVEN THE SAME CONSIDERATION AS ARE COLLEAGUES'.		
4.61	47	THINGS ARE ORGANIZED SO THAT YOU OR YOUR PEERS CAN HELP MAKE DECISIONS.	THE ORGANIZATION SHOULD BE STRUCTURED SO THAT SUBORDINATE INPUT IS USED FOR MAKING DECISIONS.		
4.51	08	YOUR LEADERS DISCUSS WITH YOU OR YOUR PEERS WAYS TO IMPROVE THINGS.	SUBORDINATE INPUT FOR DETERMINING GOALS, METHODS, AND ACTIVITIES SHOULD BE UTILIZED.		
4.46	52	THE LEADERS WORK WITH THEIR PEERS AND PEOPLE BELOW THEM TO MAKE THE DECISIONS.	NOT ONLY SHOULD A LEADERSHIP TEAM APPROACH BE USED BUT SUBORDINATE REPRESENTATION SHOULD ALSO BE INCLUDED IN MAKING DECISIONS.		
4.42	05	YOU OR YOUR PEERS CAN TAKE PART IN IMPROVING THINGS.	INCREASE OPPORTUNITIES FOR SUBORDINATES TO TAKE A MORE ACTIVE PART IN IMPROVING THE OPERATION OF THE SCHOOL.		
4.39	45	YOUR LEADERS WORK WITH YOU AND YOUR PEERS IN FRIENDLY WAYS.	LEADERS STRUCTURE TASKS WHEREBY SUBORDINATES CAN INTERACT IN AN OPEN AND FRIENDLY WAY.		
4.35	48	MOST ALL WORK TOGETHER TO GET THE JOB DONE	LEADERS ESTABLISH A STRUCTURE WHICH ENABLES COOPERATIVE GROUP INTERACTION.		
4.32	24	YOU ARE ABLE TO IMPROVE THINGS.	STRUCTURE SHOULD ENABLE SUBORDINATES TO EXERT A POSITIVE FORCE FOR ACHIEVING ORGANIZATIONAL OBJECTIVES.		
4.32	36	THE PEOPLE WHO MAKE DECISIONS WHICH AFFECT YOU ARE AWARE OF THE THINGS YOU FACE.	LEADERS KNOW AND UNDERSTAND PROBLEMS OF SUBORDINATES VERY WELL.		

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SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	DEPT-4 VOCATIONAL EDUCATIONAL

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

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IS								CRITICAL ITEMS TEACHERS	SHOULD BE											INTENSITY SCORE
[illegible]	[illegible]	[illegible]	FREQUENCY						N	%	FREQUENCY					[illegible]	[illegible]	[illegible]	[illegible]	XXXXX
			?	1 AN	2 S	3 O	4 AA				?	5 AN	6 S	7 O	8 AA					XXXXX

10 ITEMS WITH HIGHEST INTENSITY SCORES.

INTENSITY SCORE	ITEM NO	ITEM	DIRECTIONS FOR IMPROVEMENT	PLAN MADE	ACTION TAKEN
6.04	38	THE PEOPLE WHO MAKE DECISIONS WHICH AFFECT YOU ARE AWARE OF THE THINGS YOU FACE.	LEADERS KNOW AND UNDERSTAND PROBLEMS OF SUBORDINATES VERY WELL.		
5.89	43	YOU TAKE PART IN JUDGING YOUR PERFORMANCE.	OPPORTUNITIES FOR SUBORDINATE PARTICIPATION IN EVALUATION ARE PROVIDED FOR.		
5.55	06	YOUR LEADERS USE WHAT THEY KNOW ABOUT "HOW YOU ARE DOING" TO HELP YOU IMPROVE.	LEADERS MAKE AN EFFORT TO OBTAIN AND USE INFORMATION ABOUT SUBORDINATES' BEHAVIOR TO MAKE POSITIVE CHANGES.		
5.43	32	YOUR LEADERS SUPPORT AND BACK YOU UP.	WHEN SUBORDINATES MAKE MISTAKES, THESE ARE USED AS GROWTH OPPORTUNITIES.		
4.96	51	INFORMATION ON WHAT YOU DO AND HOW WELL YOU DO IT IS USED TO HELP SOLVE PROBLEMS.	INFORMATION ABOUT SUBORDINATES IS USED FOR COOPERATIVE PROBLEM SOLVING AND GUIDANCE.		
4.92	52	THE LEADERS WORK WITH THEIR PEERS AND PEOPLE BELOW THEM TO MAKE THE DECISIONS.	NOT ONLY SHOULD A LEADERSHIP TEAM APPROACH BE USED BUT SUBORDINATE REPRESENTATION SHOULD ALSO BE INCLUDED IN MAKING DECISIONS.		
4.90	15	YOU FEEL CLOSE TO YOUR LEADERS.	LEADERS MAKE AN EFFORT TO UNDERSTAND SUBORDINATES' PERSONAL PROBLEMS AS WELL AS PROFESSIONAL PROBLEMS.		
4.89	49	YOUR LEADERS SHARE WITH YOU MOST ALL THE INFORMATION YOU NEED OR WANT.	BASED UPON COMMUNICATION WITH SUBORDINATES, LEADERS DETERMINE AND PROVIDE ADEQUATE INFORMATION AND FEEDBACK.		
4.61	41	NEEDED WORK GETS DONE BECAUSE OF THE WAY YOUR LEADERS AND PEERS WORK TOGETHER.	PEOPLE IN THE ORGANIZATION WORK COOPERATIVELY ON JOINT PROBLEMS TREATING SUBORDINATES AS EQUALS.		
4.58	47	THINGS ARE ORGANIZED SO THAT YOU OR YOUR PEERS CAN HELP MAKE DECISIONS.	THE ORGANIZATION SHOULD BE STRUCTURED SO THAT SUBORDINATE INPUT IS USED FOR MAKING DECISIONS.		

DIAGNOSTIC
SURVEY
for
LEADERSHIP
IMPROVEMENT

SCHOOL NUMBER	REPORT DATE	LEVEL
0086-002	06/18/76	DEPT. FINE ARTS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY .

PAGE 8.01

IS								ALL ITEMS STUDENTS TO TEACHERS TEACHERS TO DEPT. HEADS	SHOULD BE										INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMITS	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	[illegible]
1.04	2.45	26	5	15	22	17	14	TOTAL	276	100	4	3	16	25	33	24	3.25	.82	4.36
.95	2.27	37	4	14	22	13	9	1 BLACK	45	16	2	4	14	10	30	36	3.04	.96	4.03
1.04	2.48	24	5	14	23	16	15	2 WHITE	221	80	4	2	9	26	34	25	3.36	.79	4.46
								3 ORIENTAL											
1.27	2.28		1	40	34	6	30	4 AMERICAN INDIAN	3	1			13	22	48	1	3.53	.70	7.38
.80	2.08	12	2	23	44	15	4	5 PUERTO RICAN	1				21	44	21	12	3.00	.70	6.08
1.03	2.16	4	16	28	26	21	11	6 MEXICAN AMERICAN	3	1	12	17	29	25	21	5	2.58	1.09	3.38
1.19	2.38	22	24	17	15	7	14	7 CUBAN	3	1	16	2	16	21	29	22	3.24	.83	5.10
.99	2.21	2	16	25	32	19	12	STUDENTS	134	48	7	5	17	31	2 37	2	3.10	.90	4.78
.96	2.14	6	7	24	35	16	16	1 BLACK	27	20	9	7	25	26	32	5	2.94	.94	5.07
1.00	2.25	1	16	24	32	20	12	2 WHITE	98	73	6	4	14	32	39	1	3.14	.88	5.01
1.00	1.98	10	12	31	27	12	9	3 OTHER	9	6	16	6	16	26	30	10	2.97	.95	5.01
.95	2.84	46	1	5	14	15	16	TEACHERS	142	51			3	19	29	48	3.50	.62	4.10
.61	3.14	63			4	6	7	1 BLACK	18	12				3	34	64	3.64	.34	4.08
.95	2.01	43	2	6	16	17	17	2 WHITE	123	86			4	22	31	44	3.46	.62	4.21
.49	3.87			2		8	90	3 OTHER	1					2	98		3.98	.14	.86

DIAGNOSTIC
SURVEY
for
LEADERSHIP
IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0034-002	04/10/76	DEPT- FINE ARTS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY .

PAGE 5.02

IS									SHOULD BE											INTENSITY SCORE
			FREQUENCY								FREQUENCY									
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 01 02 03 04 05 06	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	
								01 YOUR LEADERS HAVE FAITH AND TRUST IN YOU											
.93	2.90	1	17	10	28	29	19	1 STUDENTS	134	49	5		13	16	65	1	3.34	.72	5.96
.72	3.60	47	1	1	9	11	37	2 TEACHERS	142	51	1		1	9	42	47	3.80	.44	[illegible]
								02 TEAMWORK IS USED TO IMPROVE THINGS											
1.01	2.29	3	6	23	32	22	13	1 STUDENTS	134	49	9	2	16	26	41	1	3.22	.82	5.12
1.00	2.92	46	1	5	13	15	16	2 TEACHERS	142	51			3	10	30	49	3.84	.40	4.80
								03 YOU OR YOUR PEERS CAN TAKE PART IN IMPROVING THINGS											
.99	2.27	3	11	22	31	21	12	1 STUDENTS	134	49	10	3	7	31	49	1	3.46	.77	4.60
.84	3.05	47	1	2	11	22	18	2 TEACHERS	142	51			1	10	32	49	3.68	.55	3.88
								04 YOUR LEADERS WORK WITH YOU IN SUCH A WAY THAT YOU LIKE TO DO WHAT THEY EXPECT											
1.04	2.25	1	6	29	25	27	13	1 STUDENTS	134	49	6	2	9	31	51	1	3.48	.76	4.48
1.03	2.97	49		6	8	17	20	2 TEACHERS	142	51	1		1	13	37	46	3.70	.52	4.84
								05 YOU HAVE FAITH AND TRUST IN YOUR LEADERS											
1.06	2.67	1	3	13	34	19	29	1 STUDENTS	134	49	5	4	13	16	65	1	3.47	.85	4.91
.94	3.11	47	1	3	12	14	23	2 TEACHERS	142	51			1	8	46	46	3.83	.42	4.92
								06 YOUR LEADERS USE WHAT THEY KNOW ABOUT HOW YOU ARE DOING TO HELP YOU IMPROVE											
.93	2.90	1	15	14	34	28	12	1 STUDENTS	134	49	6	3	16	31	42	2	3.23	.88	4.80
1.16	2.91	47	2	13	12	11	14	2 TEACHERS	142	51	1		3	16	31	46	3.52	.60	4.30

DIAGNOSTIC
SURVEY
for
LEADERSHIP
IMPROVEMENT

[illegible]	[illegible]	DEPT: FINE ARTS
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY	

IS								ITEMS 07 08 09 10 11 12	N	%	SHOULD BE								[illegible]
[illegible]	[illegible]	[illegible]	FREQUENCY								FREQUENCY					[illegible]	[illegible]	[illegible]	[illegible]
			?	1 AN	2 S	3 O	4 AA				?	5 AN	6 S	7 O	8 AA				
								07 DECISIONS ARE MADE THROUGH TEAMWORK											
1.05	[illegible]	1	9	32	34	23	11	1 STUDENTS	134	46	4	5	17	34	40	1	[illegible]	.86	[illegible]
1.04	[illegible]	44	2	9	16	17	15	2 TEACHERS	142	51			9	22	[illegible]	47	[illegible]	.44	[illegible]
								08 YOUR LEADERS DISCUSS WITH YOU OR YOUR PEERS WAYS TO IMPROVE THINGS.											
1.07	[illegible]	1	9	25	31	17	17	1 STUDENTS	134	46	7	8	15	37	40	1	[illegible]	.91	[illegible]
1.06	[illegible]	47	1	7	15	15	14	2 TEACHERS	142	51			9	21	27	49	[illegible]	.46	[illegible]
								09 YOUR LEADERS TREAT YOU IN WAYS WHICH MAKE YOU FEEL IMPORTANT											
.97	[illegible]	1	16	29	44	9	11	1 STUDENTS	134	46	8	4	34	31	[illegible]	1	[illegible]	.89	[illegible]
1.04	[illegible]	47	2	7	11	16	16	2 TEACHERS	142	51			6	17	28	49	[illegible]	.76	[illegible]
								10 YOU OR YOUR PEERS TAKE A PART IN MAKING DECISIONS WHICH AFFECT YOU											
1.08	[illegible]	1	11	29	32	16	15	1 STUDENTS	134	46	8	16	24	33	[illegible]	1	[illegible]	1.01	[illegible]
.95	[illegible]	47	1	6	16	19	11	2 TEACHERS	142	51			7	16	24	49	[illegible]	.72	[illegible]
								11 YOUR LEADERS KNOW HOW IT IS FROM YOUR POINT OF VIEW											
1.01	[illegible]	1	16	32	28	17	6	1 STUDENTS	134	46	9	4	16	34	[illegible]	1	[illegible]	.87	[illegible]
1.04	[illegible]	49	1	8	15	14	13	2 TEACHERS	142	51			8	22	27	49	[illegible]	.56	[illegible]
								12 TRUE AND COMPLETE INFORMATION IS USED TO RATE WHAT YOU AND YOUR PEERS DO											
.96	[illegible]	1	19	16	33	19	13	1 STUDENTS	134	46	12	1	11	22	[illegible]		[illegible]	.77	[illegible]
.98	[illegible]	49	6	6	11	17	12	2 TEACHERS	142	51	2			15	22	[illegible]	[illegible]	.47	[illegible]

DIAGNOSTIC
SURVEY
for
LEADERSHIP
IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	DEPT- FINE ARTS
[illegible]	SYSTEM NAME	
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY	

PAGE 9-04

IS									SHOULD BE											[illegible]
			FREQUENCY								FREQUENCY									
[illegible]	[illegible]	[illegible]	?	1 AN	2 S	3 O	4 AA	ITEMS 13 14 15 16 17 18	N	%	?	5 AN	6 S	7 O	8 AA	[illegible]	[illegible]	[illegible]	[illegible]
								13 YOU KNOW HOW THINGS ARE FROM YOUR LEADERS' POINT OF VIEW											
.95	2.34	1	19	31	31	22	9	1 STUDENTS	134	49	6	2	10	34	34	1	[illegible]	.89	[illegible]
.87	2.48	46	4	4	16	16	9	2 TEACHERS	142	51	2		5	23	26	46	[illegible]	.54	[illegible]
								14 LEADERS ARE TOLD WHAT THEY SHOULD KNOW IN AN OPEN WAY BY THOSE INVOLVED											
.97	2.06	1	16	26	26	[illegible]	7	1 STUDENTS	134	49	9	3	22	28	31		[illegible]	.96	[illegible]
.86	2.34	46	9	4	[illegible]	[illegible]	6	2 TEACHERS	142	51	2		4	21	28	46	[illegible]	[illegible]	[illegible]
								15 YOU FEEL CLOSE TO YOUR LEADERS											
.95	1.98	2	7	31	37	13	6	1 STUDENTS	134	49	6	7	22	31	34	2	[illegible]	.94	[illegible]
1.03	2.71	46		7	15	14	15	2 TEACHERS	142	51	2		5	25	34	46	[illegible]	.66	[illegible]
								16 YOUR LEADERS LEAVE YOU FREE TO CONTROL YOUR BEHAVIOR											
.91	1.91	2	8	36	26	19	5	1 STUDENTS	134	49	16	8	24	25	31	1	[illegible]	.99	[illegible]
.87	[illegible]	46	1	2	7	13	29	2 TEACHERS	142	51			4	15	32	46	[illegible]	.65	[illegible]
								17 WHEN DECISIONS ARE MADE THEY ARE BASED ON INFO YOU THINK IS RIGHT AND FAIR											
.96	2.17	1	7	25	39	16	11	1 STUDENTS	134	49	6	4	15	26	46	2	[illegible]	.87	[illegible]
.90	2.62	46	2	5	12	14	15	2 TEACHERS	142	51			2	16	33	46	[illegible]	.57	[illegible]
								18 YOU FEEL FRIENDLY WITH YOUR LEADERS											
1.07	2.40	1	4	22	34	16	22	1 STUDENTS	134	49	4	3	17	26	45	2	[illegible]	.94	[illegible]
.94	[illegible]	46	1	3	10	13	26	2 TEACHERS	142	51			2	14	35	46	[illegible]	.54	[illegible]

DIAGNOSTIC
SURVEY
for
LEADERSHIP
IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0086-002	06/10/76	DEPT- FINE ARTS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 9.05

IS								ITEMS 19 20 21 22 23 24	SHOULD BE										INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMITS	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	
								19 YOU OR YOUR PEERS CAN BRING ABOUT CHANGES IN POLICIES											
.84	1.92	4	12	28	37	13	4	1 STUDENTS	134	49	11	5	20	33	29	1	2.98	.94	3.19
.99	2.56	48	1	8	15	17	16	2 TEACHERS	142	51	1		4	27	20	49	3.32	.60	4.46
								20 IDEAS FOR WAYS TO IMPROVE THINGS COME FROM ALL CONCERNED											
.92	2.08	1	14	30	31	16	6	1 STUDENTS	134	49	8	6	12	31	42	1	3.20	.91	4.24
1.02	2.72	48	1	4	16	13	15	2 TEACHERS	142	51			2	22	27	49	3.47	.60	4.64
								21 YOU OR YOUR PEERS CAN HELP CHANGE HOW THINGS ARE DONE											
.93	1.98	1	16	31	37	12	6	1 STUDENTS	134	49	8	2	25	34	30	1	3.00	.84	3.88
.98	2.68	48	1	6	20	13	12	2 TEACHERS	142	51			2	23	27	49	3.48	.56	3.29
								22 WHEN YOUR LEADERS KNOW YOUR IDEAS THEY TRY TO USE THEM											
.97	2.16	1	10	25	37	16	12	1 STUDENTS	134	49	6	7	12	27	32	1	3.02	.91	4.45
.93	2.63	48	1	6	16	19	12	2 TEACHERS	142	51			8	22	22	49	3.27	.71	3.56
								23 YOU SHARE YOUR FEELINGS WITH YOUR LEADERS											
.97	1.94	2	5	37	34	12	10	1 STUDENTS	134	49	7	8	37	25	20	3	2.63	.93	3.15
.94	2.72	49		4	20	13	14	2 TEACHERS	142	51			4	24	22	49	3.37	.63	3.00
								24 YOU ARE ABLE TO IMPROVE THINGS											
.98	2.22		10	24	34	17	13	1 STUDENTS	134	49	8	4	15	46	31	1	3.16	.82	4.22
.87	2.62	48		4	21	16	9	2 TEACHERS	142	51			6	23	22	49	3.36	.68	4.07

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	DEPT- FINE ARTS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY.

PAGE 9-06

IS									SHOULD BE											INTENSITY
			FREQUENCY								FREQUENCY									
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 25 26 27 28 29 30	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	SCORE
								25 YOUR LEADERS SHOW THAT THE WORK DONE BY YOU AND YOUR PEERS IS IMPORTANT											
1.01	2.29	1	7	22	32	28	12	1 STUDENTS	134	49	4	4	12	30	41		3.22	.82	5.12
1.06	2.86	46		6	14	12	20	2 TEACHERS	142	51			1	22	28	49	3.53	.55	4.26
								26 YOU SHARE YOUR PROBLEMS WITH YOUR LEADERS											
.93	1.81	1	5	44	46	18	7	1 STUDENTS	134	49	9	14	32	22	22	1	2.57	1.03	3.32
.97	2.76	46		5	18	15	14	2 TEACHERS	142	51			12	20	21	49	3.21	.76	2.79
								27 YOU OR YOUR PEERS CAN BRING ABOUT CHANGES IN WHAT IS DONE											
.9[illegible]	2.07	2	10	25	40	16	7	1 STUDENTS	134	49	10	4	24	30	22	1	3.00	.85	4.22
.92	2.85	46		6	22	15	10	2 TEACHERS	142	51			6	25	26	49	3.29	.65	4.28
								28 LEADERS PROVIDE CHANCES FOR YOU TO WORK WITH YOUR PEERS IN FRIENDLY WAYS											
1.00	2.20	4	4	22	33	19	14	1 STUDENTS	134	49	2	8	21	34	33	2	2.98	.95	3.80
.94	2.81	46	1	5	13	20	12	2 TEACHERS	142	51	1		5	23	23	49	3.34	.64	3.29
								29 THOSE NOT IN CHARGE SHOW AS MUCH CONCERN ABOUT A JOB BEING DONE AS DO LEADERS											
.92	2.10	4	14	24	31	20	6	1 STUDENTS	134	49	11	2	16	33	30	4	3.05	.81	5.13
.97	2.64	46	4	5	20	12	12	2 TEACHERS	142	51	2		4	27	16	49	3.29	.62	3.08
								30 YOU AND YOUR PEERS TELL IT "LIKE IT IS" TO YOUR LEADERS											
1.05	2.34	4	11	21	30	18	16	1 STUDENTS	134	49	10	4	22	28	34	2	3.03	.91	3.20
.89	3.11	46	1	1	13	15	22	2 TEACHERS	142	51			3	14	32	49	3.56	.60	3.14

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

SCHOOL CODE 0036-002	REPORT DATE 06/10/76	LEVEL DEPT- FINE ARTS
SCHOOL NAME ALL MIDDLE SCHOOLS		SYSTEM NAME SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 9-07

IS								ITEMS 31 32 33 34 35 36	SHOULD BE										INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMITS	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	
								31 YOU HAVE A CHANCE TO SHOW CONCERN FOR OTHERS											
.94	2.25	4	12	21	34	16	16	1 STUDENTS	134	49	6	5	20	25	40	4	3.10	.94	4.32
.82	3.15	49	1	1	9	21	26	2 TEACHERS	142	51			5	19	20	49	3.82	.60	2.46
								32 YOUR LEADERS SUPPORT AND BACK YOU UP											
1.00	2.22	5	7	23	35	17	12	1 STUDENTS	134	49	6	7	19	25	36	4	3.03	.99	4.80
1.03	3.06	49		6	8	19	22	2 TEACHERS	142	51			1	15	27	48	3.69	.49	4.81
								33 YOU COMMUNICATE WITH LEADERS TO HELP IMPROVE THINGS											
.94	2.38	3	6	22	32	27	9	1 STUDENTS	134	49	6	4	14	30	32	2	3.07	.85	4.26
.89	3.08	49	1	2	12	17	14	2 TEACHERS	142	51				20	32	48	3.62	.49	3.69
								34 YOUR LEADERS TRY TO GET YOUR IDEAS											
1.02	2.19	2	9	28	31	22	12	1 STUDENTS	134	49	4	4	14	[illegible]	30	3	3.14	.88	3.10
.99	2.78	49	1	6	15	16	15	2 TEACHERS	142	51			6	21	25	49	3.37	.60	4.06
								35 YOUR LEADERS USE YOUR HELP TO SOLVE A COMMON PROBLEM											
1.00	2.18	4	7	27	32	16	12	1 STUDENTS	134	49	7	7	12	28	30	2	2.98	.97	4.28
.97	2.32	49	2	6	14	17	12	2 TEACHERS	142	51	2		6	21	24	48	3.26	.69	3.08
								36 YOU ARE ENCOURAGED TO GIVE HELP TO OTHERS TO MAKE THINGS BETTER											
.96	2.25	3	16	25	26	26	6	1 STUDENTS	134	49	16	7	20	34	20	4	2.86	.87	3.60
.96	2.78	49	2	4	18	12	14	2 TEACHERS	142	51	2		5	25	22	46	3.62	.65	3.78

DIAGNOSTIC
SURVEY
for
LEADERSHIP
IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0006-002	06/20/76	DEPT- FINE ARTS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 8-04

IS								ITEMS 37 38 39 40 41 42	SHOULD BE											DISCREPANCY SCORE
STANDARD DEVIATION	MEAN	OMITS	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	
								37 DECISIONS ARE MADE BY THOSE CLOSE TO THE PROBLEM SOURCE											
1.03	2.30	2	12	21	27	22	14	1 STUDENTS	134	49	20	4	19	30	31	4	3.00	.93	4.00
.92	2.84	49	2	4	19	15	10	2 TEACHERS	142	51	1		2	21	28	48	3.44	.44	4.00
								38 ONES WHO MAKE DECISIONS WHICH AFFECT YOU ARE AWARE OF THE THINGS YOU FACE											
1.00	2.20	2	12	21	24	18	12	1 STUDENTS	134	49	20	7	14	28	30	2	3.10	.97	4.00
1.07	2.38	49	2	8	19	8	14	2 TEACHERS	142	51			1	20	28	48	3.60	.52	4.00
								39 YOU OR YOUR PEERS INFLUENCE WHAT HAPPENS TO YOU											
.99	2.38	4	11	19	32	21	13	1 STUDENTS	134	49	8	6	19	34	30	4	3.00	.93	4.00
.97	2.77	49	1	9	15	19	14	2 TEACHERS	142	51	1		2	19	28	48	3.62	.46	4.75
								40 DECISIONS ARE MADE IN SUCH A WAY THAT YOU DO NOT MIND CARRYING THEM OUT											
.94	1.99	2	12	31	31	14	7	1 STUDENTS	134	49	12	8	16	26	31	5	3.10	.83	4.00
.92	2.04	49		2	18	14	19	2 TEACHERS	142	51			2	19	28	48	3.52	.46	4.00
								41 NEEDED WORK GETS DONE BECAUSE YOUR LEADERS AND PEERS WORK TOGETHER											
1.00	2.11	2	10	29	29	19	10	1 STUDENTS	134	49	7	7	12	34	40	2	3.14	.91	5.00
.96	2.68	48	1	4	14	14	17	2 TEACHERS	142	51			2	19	28	48	3.66	.56	4.00
								42 YOUR LEADERS TRY TO GET YOU TO REACH HIGH GOALS											
1.03	2.42	2	10	12	31	21	22	1 STUDENTS	134	49	8	6	12	22	42	4	3.22	.92	4.00
1.02	3.00	48	1	9	18	12	22	2 TEACHERS	142	51	2	1	1	17	28	48	3.66	.42	3.00

DIAGNOSTIC
SURVEY
for
LEADERSHIP
IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-002	06/10/76	DEPT- FINE ARTS

SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 9.09

IS								ITEMS 43 44 45 46 47 48	SHOULD BE											INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMIT	?	1 AN	2 S	3 O	4 AA		N	%	?	5 AN	6 S	7 O	8 AA	OMIT	MEAN	STANDARD DEVIATION	
								43 YOU TAKE PART IN JUDGING YOUR PERFORMANCE											
1.05	2.22	3	9	26	31	14	15	1 STUDENTS	134	49	3	5	16	30	32	3	3.84	.89	4.21
1.11	2.92	49	4	8	8	13	20	2 TEACHERS	142	51	1	1	1	16	25	48	3.56	.64	4.23
								44 YOUR PEERS ACCEPT WHAT IS EXPECTED OF THEM											
.87	2.19	2	16	20	37	25	4	1 STUDENTS	134	49	11	7	19	33	2 31	1	2.99	.94	4.34
.86	2.96	44	1	2	14	18	14	2 TEACHERS	142	51			1	16	22	49	3.46	.55	4.19
								45 YOUR LEADERS WORK WITH YOU AND YOUR PEERS IN FRIENDLY WAYS											
.96	2.38	4	6	16	36	19	18	1 STUDENTS	134	49	4	2	13	46	29	2	3.22	.76	4.09
.92	3.14	49		4	6	17	24	2 TEACHERS	142	51			2	15	28	48	3.62	.57	3.98
								46 YOUR LEADERS USE WHAT THEY "FIND OUT" TO MAKE THINGS BETTER											
1.07	2.28	1	12	25	30	16	16	1 STUDENTS	134	49	8	4	16	30	30	1	3.02	.94	4.44
1.00	2.62	49	2	6	12	16	19	2 TEACHERS	142	51	2	1	4	18	26	48	3.42	.69	4.21
								47 THINGS ARE ORGANIZED SO THAT YOU OR YOUR PEERS CAN HELP MAKE DECISIONS											
.92	2.10	3	6	25	34	19	7	1 STUDENTS	134	49	6	5	19	31	2 26	4	3.00	.91	4.08
.92	2.22	49		4	19	15	11	2 TEACHERS	142	51			4	26	29	48	3.44	.63	3.86
								48 MOST ALL WORK TOGETHER TO GET THE JOB DONE											
1.06	2.38	2	6	29	29	25	16	1 STUDENTS	134	49	7	3	16	28	46	4	3.16	.92	3.33
1.08	2.88	49		9	12	19	26	2 TEACHERS	142	51			3	19	22	48	3.41	.52	4.08

DIAGNOSTIC
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SCHOOL CODE	REPORT DATE	LEVEL
0086-002	06/10/76	DEPT- FINE ARTS
SCHOOL NAME		**SYSTEM NAME**
ALL MIDDLE SCHOOLS		SUMMARY OF ALL SCHOOLS IN SURVEY

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IS									SHOULD BE										INTENSITY SCORE
			FREQUENCY								FREQUENCY								
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 49 50 51 52	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	
1.10	2.34	3	6	29	28	18	19	49 YOUR LEADERS SHARE WITH YOU MOST ALL THE INFORMATION YOU NEED OR WANT 1 STUDENTS	134	49	7	7	15	30	38	3	[illegible]	.94	[illegible]
1.02	2.88	49	1	5	15	13	16	2 TEACHERS	142	51			8	15	24	48	[illegible]	.79	[illegible]
.94	2.48	1	4	16	34	26	12	50 MOST ALL GET ALONG WELL AND HELP EACH OTHER 1 STUDENTS	134	49	4	3	15	33	42	4	[illegible]	.94	[illegible]
.98	3.12	48		4	10	13	22	2 TEACHERS	142	51			1	10	26	48	[illegible]	.84	[illegible]
.95	2.16	6	10	22	32	21	9	51 INFO ON WHAT YOU DO AND HOW WELL YOU DO IT IS USED TO HELP SOLVE PROBLEMS 1 STUDENTS	134	49	7	6	10	30	38	5	[illegible]	.93	[illegible]
.99	2.73	48	5	9	16	13	12	2 TEACHERS	142	51	1		7	20	22	48	[illegible]	.71	[illegible]
.98	2.15	2	10	28	36	20	10	52 THE LEADERS WORK WITH THEIR PEERS AND PEOPLE BELOW THEM TO MAKE DECISIONS 1 STUDENTS	134	49	9	6	12	28	42	2	[illegible]	.93	[illegible]
1.00	2.78	48	1	6	15	15	14	2 TEACHERS	142	51			8	23	25	48	[illegible]	.58	[illegible]

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
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SCHOOL NAME	SYSTEM NAME
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IS								FACTOR DEFINITIONS	SHOULD BE											INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMITS	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	XXXXX
	2.22 2.98							CONFIDENCE AND TRUST ITEMS 01 04 05 12 14 15 16 17 18 26 32 41 44 49 1 STUDENTS 2 TEACHERS									3.13 3.59		4.89 4.00
	2.14 2.78							COMMUNICATION ITEMS 13 19 20 21 23 24 25 30 33 34 1 STUDENTS 2 TEACHERS									3.09 3.45		4.72 4.28
	2.20 2.62							CONTROL ITEMS 06 28 29 31 36 42 43 51 1 STUDENTS 2 TEACHERS									3.08 3.44		4.28 3.80
	2.22 2.94							DECISION-MAKING ITEMS 02 03 07 10 11 22 35 37 38 39 1 STUDENTS 2 TEACHERS									3.09 3.42		4.61 4.39
	2.16 2.94							INTERACTION INFLUENCE ITEMS 08 09 27 40 45 46 47 [illegible] 52 1 STUDENTS 2 TEACHERS									3.12 3.32		5.06 4.28

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SCHOOL CODE	REPORT DATE	LEVEL
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SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

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IS								CRITICAL ITEMS STUDENTS	SHOULD BE											INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMITS	FREQUENCY						N	%	FREQUENCY					OMITS	MEAN	STANDARD DEVIATION	
			?	1 AN	2 S	3 O	4 AA				?	5 AN	6 S	7 O	8 AA				

10 ITEMS WITH HIGHEST INTENSITY SCORES.

INTENSITY SCORE	ITEM NO	ITEM	DIRECTIONS FOR IMPROVEMENT.	PLAN ACTION MADE TAKEN
6.49	04	YOUR LEADERS WORK WITH YOU IN SUCH A WAY THAT YOU LIKE TO DO WHAT THEY EXPECT.	SUBORDINATES ARE GIVEN AN OPPORTUNITY TO WORK OUT MUTUALLY ACCEPTABLE WAYS OF DOING THINGS.	
6.40	08	YOU OR YOUR PEERS CAN TAKE PART IN IMPROVING THINGS.	INCREASE OPPORTUNITIES FOR SUBORDINATES TO TAKE A MORE ACTIVE PART IN IMPROVING THE OPERATION OF THE SCHOOL.	
6.24	20	IDEAS FOR WAYS TO IMPROVE THINGS COME FROM ALL CONCERNED.	INFORMATION FOR OPERATION AND IMPROVEMENT OF THE ORGANIZATION IS GATHERED FROM ALL LEVELS.	
6.01	12	TRUE AND COMPLETE INFORMATION IS USED TO RATE WHAT YOU AND YOUR PEERS DO.	JOINT UNDERSTANDING OF EVALUATION CRITERIA SHOULD BE ESTABLISHED AND UTILIZED.	
5.98	17	WHEN DECISIONS ARE MADE THEY ARE BASED ON INFO WHICH YOU THINK IS RIGHT AND FAIR.	COMPLETE AND ACCURATE INFORMATION IS GATHERED, AND MADE AVAILABLE, BEFORE FINAL DECISIONS ARE MADE.	
5.96	01	YOUR LEADERS HAVE FAITH AND TRUST IN YOU.	LEADERS DEMONSTRATE BY THEIR ACTIONS THAT THEY VALUE CONTRIBUTIONS WHICH SUBORDINATES CAN MAKE TO ORGANIZATIONAL TASKS.	
5.90	11	YOUR LEADERS KNOW HOW IT IS FROM YOUR POINT OF VIEW.	LEADERS MAKE REASONABLE ATTEMPTS TO OBTAIN AND ACT UPON INFORMATION FROM SUBORDINATES ABOUT ORGANIZATIONAL GOALS AND TASKS.	
5.89	52	THE LEADERS WORK WITH THEIR PEERS AND PEOPLE BELOW THEM TO MAKE THE DECISIONS.	NOT ONLY SHOULD A LEADERSHIP TEAM APPROACH BE USED BUT SUBORDINATE REPRESENTATION SHOULD ALSO BE INCLUDED IN MAKING DECISIONS.	
5.64	40	DECISIONS ARE MADE IN SUCH A WAY THAT YOU DO NOT MIND CARRYING THEM OUT.	DECISIONS SHOULD BE BASED UPON MUTUALLY ACCEPTABLE PROCEDURES AND OUTCOMES.	
5.58	41	NEEDED WORK GETS DONE BECAUSE OF THE WAY YOUR LEADERS AND PEERS WORK TOGETHER.	PEOPLE IN THE ORGANIZATION WORK CO-OPERATIVELY, RECOGNIZING AND TREATING SUBORDINATES AS EQUALS.	

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SCHOOL NAME	SYSTEM NAME
ALL MIDDLE SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

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IS								CRITICAL ITEMS TEACHERS	SHOULD BE											INTENSITY SCORE
[illegible]	[illegible]	[illegible]	FREQUENCY						N	%	FREQUENCY					[illegible]	[illegible]	[illegible]	XXXXX
			?	1 AN	2 S	3 O	4 AA				?	5 AN	6 S	7 O	8 AA				

10 ITEMS WITH HIGHEST INTENSITY SCORES.

INTENSITY SCORE	ITEM NO	ITEM	DIRECTIONS FOR IMPROVEMENT	PLAN ACTION TAKE TAKEN
6.20	04	YOUR LEADERS USE WHAT THEY KNOW ABOUT "HOW YOU ARE DOING" TO HELP YOU IMPROVE.	LEADERS MAKE AN EFFORT TO OBTAIN AND USE INFORMATION ABOUT SUBORDINATES' BEHAVIOR TO MAKE POSITIVE CHANGES.	
6.16	34	THE PEOPLE WHO MAKE DECISIONS WHICH AFFECT YOU ARE AWARE OF THE THINGS YOU FACE.	LEADERS KNOW AND UNDERSTAND PROBLEMS OF SUBORDINATES VERY WELL.	
5.81	12	TRUE AND COMPLETE INFORMATION IS USED TO RATE WHAT YOU AND YOUR PEERS DO.	JOINT UNDERSTANDING OF EVALUATIVE CRITERIA SHOULD BE ESTABLISHED AND UTILIZED.	
5.28	21	YOU OR YOUR PEERS CAN HELP CHANGE HOW THINGS ARE DONE.	AFTER POLICY HAS BEEN DEVELOPED, SUBORDINATES CAN INFLUENCE HOW IT IS IMPLEMENTED.	
5.26	47	THINGS ARE ORGANIZED SO THAT YOU OR YOUR PEERS CAN HELP MAKE DECISIONS.	THE ORGANIZATION SHOULD BE STRUCTURED SO THAT SUBORDINATE INPUT IS USED FOR MAKING DECISIONS.	
5.10	11	YOUR LEADERS KNOW HOW IT IS FROM YOUR POINT OF VIEW.	LEADERS MAKE OBSERVABLE ATTEMPTS TO OBTAIN AND ACT UPON INFORMATION FROM SUBORDINATES ABOUT ORGANIZATIONAL GOALS AND TASKS.	
4.99	13	YOU KNOW HOW THINGS ARE FROM YOUR LEADERS' POINT OF VIEW.	LEADERS ARE ACCESSIBLE, AND OPENLY COMMUNICATE THEIR PROFESSIONAL CONCERNS TO SUBORDINATES.	
4.92	65	YOU HAVE FAITH AND TRUST IN YOUR LEADERS.	LEADERS DEMONSTRATE THAT THEY MAKE DECISIONS BASED UPON TECHNICAL AND SITUATIONAL KNOWLEDGE AND THAT THEY KEEP SUBORDINATES' POINT OF VIEW IN MIND.	
4.86	06	YOUR LEADERS WORK WITH YOU IN SUCH A WAY THAT YOU LIKE TO DO WHAT THEY EXPECT.	SUBORDINATES ARE GIVEN AN OPPORTUNITY TO WORK OUT MUTUALLY ACCEPTABLE WAYS OF DOING THINGS.	
4.83	17	WHEN DECISIONS ARE MADE THEY ARE BASED ON INFO WHICH YOU THINK IS RIGHT AND FAIR.	COMPLETE AND ACCURATE INFORMATION IS GATHERED, AND MADE AVAILABLE, BEFORE FINAL DECISIONS ARE MADE.	

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SCHOOL CODE	REPORT DATE	LEVEL
0036-000	06/18/76	OVERALL SYSTEM

SCHOOL NAME	SYSTEM NAME
ACROSS SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

IS								ALL ITEMS OTHER CERTIFIED	SHOULD BE										INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMITS	FREQUENCY						N	%	FREQUENCY					OMITS	MEAN	STANDARD DEVIATION	
			?	1 AN	2 S	3 O	4 AA				?	5 AN	6 S	7 O	8 AA				
.97	2.47	34	4	16	24	17	11	TOTAL	562	100	1		6	26	32	35	3.29	.68	5.30
.94	2.47	21	6	11	28	22	12	1 BLACK	70	12	1	1	7	30	37	23	3.36	.70	5.32
.98	2.47	35	4	10	23	16	11	2 WHITE	490	87	1		6	25	31	34	3.29	.67	5.29
.77	2.16	 100	21	17	36	21	3	3 ORIENTAL 4 AMERICAN INDIAN 5 PUERTO RICAN 6 MEXICAN AMERICAN 7 CUBAN	1 1					31	67	2 100	3.69	.47	9.20
.97	2.47	34	4	16	24	17	11	OTHER CERTIFIED STAFF	562	100	1		6	26	32	35	3.29	.68	5.30
.94	2.47	21	6	11	28	22	12	1 BLACK	70	12	1	1	7	30	37	23	3.36	.70	5.32
.98	2.47	35	4	16	23	16	11	2 WHITE	490	87	1		6	25	31	34	3.29	.67	5.29
.77	2.16	50	11	9	19	11	1	3 OTHER	2					15	34	31	3.69	.47	9.20

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SCHOOL CODE	REPORT DATE	LEVEL
0036-000	04/10/76	OVERALL SYSTEM

SCHOOL NAME	SYSTEM NAME
ACROSS SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

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IS								ITEMS 01 02 03 04 05 06	SHOULD BE										INTENSITY SCORE
STANDARD DEVIATION	MEAN	OMITS	FREQUENCY ?	1 AN	2 S	3 O	4 AA		N	%	FREQUENCY ?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	
.82	3.17	33	6	1	13	22	26	01 YOUR LEADERS HAVE FAITH AND TRUST IN YOU 4 OTHER CERTIFIED STAFF	562	100	1		1	14	50	34	3.75	.47	4.61
.93	2.98	34	4	8	26	17	11	02 TEAMWORK IS USED TO IMPROVE THINGS 4 OTHER CERTIFIED STAFF	562	100	1		2	24	38	35	3.54	.59	6.38
.93	2.44	34	2	10	27	16	11	03 YOU OR YOUR PEERS CAN TAKE PART IN IMPROVING THINGS 4 OTHER CERTIFIED STAFF	562	100			4	27	35	35	3.47	.62	6.08
.96	2.72	34	2	8	20	19	17	04 YOUR LEADERS WORK WITH YOU IN SUCH A WAY THAT YOU LIKE TO DO WHAT THEY EXPECT 4 OTHER CERTIFIED STAFF	562	100	1		2	21	42	34	3.61	.56	5.63
.95	2.80	33	1	4	21	19	22	05 YOU HAVE FAITH AND TRUST IN YOUR LEADERS 4 OTHER CERTIFIED STAFF	562	100	1		1	11	52	35	3.81	.41	6.22
1.00	2.28	34	3	15	26	15	6	06 YOUR LEADERS USE WHAT THEY KNOW ABOUT HOW YOU ARE DOING TO HELP YOU IMPROVE 4 OTHER CERTIFIED STAFF	562	100	1		5	22	37	34	3.46	.65	6.91

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[illegible]	[illegible]	OVERALL SYSTEM
ACROSS SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY	

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IS											SHOULD BE								[illegible]
			FREQUENCY								FREQUENCY								
[illegible]	[illegible]	[illegible]	?	1 AN	2 S	3 O	4 AA	ITEMS 07 08 09 10 11 12	N	%	?	5 AN	6 S	7 O	8 AA	[illegible]	[illegible]	[illegible]	[illegible]
-.9[illegible]	2.[illegible]	32	6	12	[illegible]	13	[illegible]	07 DECISIONS ARE MADE THROUGH TEAMWORK 4 OTHER CERTIFIED STAFF	342	100	2		6	30	29	33	3.[illegible]	.48	4.[illegible]
-.97	[illegible]	35	1	17	26	17	6	08 DO YOUR LEADERS DISCUSS WITH YOU OR YOUR PEERS WAYS TO IMPROVE THINGS. 4 OTHER CERTIFIED STAFF	342	100	1		2	28	38	34	3.59	.67	4.[illegible]
-.9[illegible]	2.43	34	2	12	22	19	12	09 DO YOUR LEADERS TREAT YOU IN WAYS WHICH MAKE YOU FEEL IMPORTANT 4 OTHER CERTIFIED STAFF	342	100	1		8	22	26	35	3.24	.69	5.05
-.9[illegible]	2.2[illegible]	33	8	16	26	15	7	10 DO YOU OR YOUR PEERS TAKE A PART IN MAKING DECISIONS WHICH AFFECT YOU 4 OTHER CERTIFIED STAFF	342	100	1		6	28	31	29	3.26	.65	6.0[illegible]
-.9[illegible]	2.26	33	7	14	22	16	7	11 YOUR LEADERS KNOW HOW IT IS FROM YOUR POINT OF VIEW 4 OTHER CERTIFIED STAFF	342	100	1		4	31	29	34	3.28	.63	6.31
-.9[illegible]	2.48	34	12	7	19	17	11	12 TRUE AND COMPLETE INFORMATION IS USED TO RATE WHAT YOU AND YOUR PEERS DO 4 OTHER CERTIFIED STAFF	342	100	1		2	19	48	35	3.66	.52	6.[illegible]

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ACROSS SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

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IS									SHOULD BE											INTENSITY SCORE
			FREQUENCY								FREQUENCY									
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 13 14 15 16 17 18	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	XXXXX
.87	2.98	34	5	8	27	18	7	13 YOU KNOW HOW THINGS ARE FROM YOUR LEADERS' POINT OF VIEW 4 OTHER CERTIFIED STAFF	562	100	2		7	28	28	34	3.38	.67	5.87
.91	2.44	33	6	8	24	18	9	14 LEADERS ARE TOLD WHAT THEY SHOULD KNOW IN AN OPEN WAY BY THOSE INVOLVED 4 OTHER CERTIFIED STAFF	562	100	1		4	27	33	35	3.44	.64	5.82
1.09	2.28	32	1	19	23	10	13	15 YOU FEEL CLOSE TO YOUR LEADERS 4 OTHER CERTIFIED STAFF	562	100	1		12	23	29	35	3.24	.77	3.32
.80	3.28	34	2	1	10	23	30	16 YOUR LEADERS LEAVE YOU FREE TO CONTROL YOUR BEHAVIOR 4 OTHER CERTIFIED STAFF	562	100	1		3	23	36	35	3.54	.60	1.90
.90	2.64	33	4	5	25	20	13	17 WHEN DECISIONS ARE MADE THEY ARE BASED ON INFO YOU THINK IS RIGHT AND FAIR 4 OTHER CERTIFIED STAFF	562	100	1		2	19	44	35	3.65	.53	6.24
1.02	2.82	34	1	6	20	16	23	18 YOU FEEL FRIENDLY WITH YOUR LEADERS 4 OTHER CERTIFIED STAFF	562	100	1	1	1	23	36	35	3.51	.62	4.19

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ACROSS SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

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IS										SHOULD BE										INTENSITY SCORE
			FREQUENCY									FREQUENCY								
STANDARD DEVIATION	MEAN	OMITS	?	1 AN	2 S	3 O	4 AA	ITEMS 19 20 21 22 23 24	N	%	?	5 AN	6 S	7 O	8 AA	OMITS	MEAN	STANDARD DEVIATION	
.86	2.12	34	2	15	34	12	5	19 YOU OR YOUR PEERS CAN BRING ABOUT CHANGES IN POLICIES 4 OTHER CERTIFIED STAFF	542	100	1	1	12	33	19	35	3.09	.71	5.05
.89	2.28	33	5	11	28	15	7	20 IDEAS FOR WAYS TO IMPROVE THINGS COME FROM ALL CONCERNED 4 OTHER CERTIFIED STAFF	542	100	1		3	32	28	35	3.38	.59	6.22
.85	2.12	33	4	14	31	13	5	21 YOU OR YOUR PEERS CAN HELP CHANGE HOW THINGS ARE DONE 4 OTHER CERTIFIED STAFF	542	100	1		12	32	22	34	3.15	.71	5.42
.80	2.23	33	7	10	30	16	4	22 WHEN YOUR LEADERS KNOW YOUR IDEAS THEY TRY TO USE THEM 4 OTHER CERTIFIED STAFF	542	100	1		19	30	15	34	2.84	.74	3.67
.98	2.26	33	1	17	25	16	9	23 YOU SHARE YOUR FEELINGS WITH YOUR LEADERS 4 OTHER CERTIFIED STAFF	542	100	1	1	14	29	19	34	3.02	.77	4.81
.85	2.12	33	4	15	30	14	4	24 YOU ARE ABLE TO IMPROVE THINGS 4 OTHER CERTIFIED STAFF	542	100	1	1	15	30	18	34	3.02	.75	4.60

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[illegible]	[illegible]	LEVEL
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[illegible]	SYSTEM NAME	
ACROSS SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY	

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IS								ITEMS 25 26 27 28 29 30	SHOULD BE											INTENSITY SCORE
[illegible]	[illegible]	[illegible]	FREQUENCY						N	%	FREQUENCY					[illegible]	[illegible]	[illegible]	[illegible]
			?	1 AN	2 S	3 O	4 AA				?	5 AN	6 S	7 O	8 AA				
.9[illegible]	[illegible]	33	2	12	25	16	11	25 YOUR LEADERS SHOW THAT THE WORK DONE BY YOU AND YOUR PEERS IS IMPORTANT 4 OTHER CERTIFIED STAFF	562	100			9	26	31	34	[illegible]	.72	5.11
.94	[illegible]	35	2	12	25	14	6	26 YOU SHARE YOUR PROBLEMS WITH YOUR LEADERS 4 OTHER CERTIFIED STAFF	562	100	2	1	12	30	27	35	[illegible]	.77	4.1[illegible]
.79	[illegible]	33	2	14	33	12	2	27 YOU OR YOUR PEERS CAN BRING ABOUT CHANGES IN WHAT IS DONE 4 OTHER CERTIFIED STAFF	562	100	1		15	34	24	34	[illegible]	.70	4.[illegible]
.92	[illegible]	33	2	7	23	21	14	28 LEADERS PROVIDE CHANCES FOR YOU TO WORK WITH YOUR PEERS IN FRIENDLY WAYS 4 OTHER CERTIFIED STAFF	562	100	1		7	31	26	33	[illegible]	.67	[illegible]
.8[illegible]	[illegible]	34	6	7	27	16	6	29 [illegible] SHOW AS MUCH CONCERN ABOUT A JOB BEING DONE AS DO LEADERS 4 OTHER CERTIFIED STAFF	562	100	2	1	7	30	22	35	[illegible]	.76	[illegible]
.96	[illegible]	34	2	13	30	14	20	30 YOU AND YOUR PEERS TELL IT "LIKE IT IS" TO YOUR LEADERS 4 OTHER CERTIFIED STAFF	562	100			6	27	30	36	[illegible]	.72	[illegible]

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ACROSS SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY	

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IS								ITEMS 31 32 33 34 35 36	N	%	SHOULD BE								[illegible]
[illegible]	[illegible]	[illegible]	FREQUENCY								FREQUENCY					[illegible]	[illegible]	[illegible]	[illegible]
			?	1 AN	2 S	3 O	4 AA				?	5 AN	6 S	7 O	8 AA				
.95	2.84	34	2	4	14	25	16	31 YOU HAVE A CHANCE TO SHOW CONCERN FOR OTHERS 4 OTHER CERTIFIED STAFF	562	100	1	1	2	25	32	34	3.62	.62	8.26
.93	2.94	33	6	4	14	21	21	32 YOUR LEADERS SUPPORT AND BACK YOU UP 4 OTHER CERTIFIED STAFF	562	100			2	17	46	35	3.66	.54	4.62
1.03	2.48	33	1	12	25	16	12	33 YOU COMMUNICATE WITH LEADERS TO HELP IMPROVE THINGS 4 OTHER CERTIFIED STAFF	562	100			7	26	33	35	3.34	.70	8.15
.98	2.18	33	2	17	24	14	6	34 YOUR LEADERS TRY TO GET YOUR IDEAS 4 OTHER CERTIFIED STAFF	562	100	2	1	9	30	25	35	3.22	.72	5.61
.88	2.08	33	2	14	29	15	6	35 YOUR LEADERS USE YOUR HELP TO SOLVE A COMMON PROBLEM 4 OTHER CERTIFIED STAFF	562	100	1		12	31	22	35	3.14	.72	5.01
.97	2.74	34	2	9	22	19	12	36 YOU ARE ENCOURAGED TO GIVE HELP TO OTHERS TO MAKE THINGS BETTER 4 OTHER CERTIFIED STAFF	562	100	1	1	8	28	28	35	3.28	.71	4.20

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL	
0036-000	04/10/76	OVERALL SYSTEM	PAGE 10.08
SCHOOL NAME		SYSTEM NAME	
ACROSS SCHOOLS		SUMMARY OF ALL SCHOOLS IN SURVEY	

IS									SHOULD BE											INTENSITY SCORE
			FREQUENCY								FREQUENCY									
STANDARD DEVIATION	MEAN	OMIT	?	1 AN	2 S	3 O	4 AA	ITEMS 37 38 39 40 41 42	N	%	?	5 AN	6 S	7 O	8 AA	OMIT	MEAN	STANDARD DEVIATION	XXXXX
.90	2.42	33	7	11	22	16	10	37 DECISIONS ARE MADE BY THOSE CLOSE TO THE PROBLEM SOURCE 4 OTHER CERTIFIED STAFF	562	100	1		4	24	35	35	3.47	.65	6.38
.92	2.24	34	9	13	20	13	7	38 ONES WHO MAKE DECISIONS WHICH AFFECT YOU ARE AWARE OF THE THINGS YOU FACE 4 OTHER CERTIFIED STAFF	562	100	1		3	27	35	34	3.48	.60	7.09
.86	2.30	34	9	10	31	14	7	39 YOU OR YOUR PEERS INFLUENCE WHAT HAPPENS TO YOU 4 OTHER CERTIFIED STAFF	562	100	2		9	30	24	35	3.23	.69	5.22
.84	2.40	33	2	9	36	19	10	40 DECISIONS ARE MADE IN SUCH A WAY THAT YOU DO NOT MIND CARRYING THEM OUT 4 OTHER CERTIFIED STAFF	562	100	1		3	27	30	38	3.48	.59	5.67
.89	2.52	34	4	7	27	19	10	41 NEEDED WORK GETS DONE BECAUSE YOUR LEADERS AND PEERS WORK TOGETHER 4 OTHER CERTIFIED STAFF	562	100	1		3	26	30	35	3.44	.55	6.13
1.02	2.84	34	2	7	18	16	22	42 YOUR LEADERS TRY TO GET YOU TO REACH HIGH GOALS 4 OTHER CERTIFIED STAFF	562	100	2	1	3	19	42	35	3.56	.62	4.63

DIAGNOSTIC
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[illegible]	[illegible]	LEVEL
0004-000	06/10/76	OVERALL SYSTEM
[illegible]		SYSTEM NAME
ACROSS SCHOOLS		SUMMARY OF ALL SCHOOLS IN SURVEY

PAGE 10.09

IS								ITEMS 43 44 45 46 47 48	SHOULD BE											[illegible] SCORE
			FREQUENCY								FREQUENCY									
[illegible]	[illegible]	[illegible]	?	1 AN	2 S	3 O	4 AA		N	%	?	5 AN	6 S	7 O	8 AA	[illegible]	[illegible]	[illegible]	[illegible]
1.10	2.40	35	6	15	16	12	14	43 YOU TAKE PART IN JUDGING YOUR PERFORMANCE 4 OTHER CERTIFIED STAFF	562	100	2		7	24	33	35	3.43	.48	5.32
.84	2.73	35	6	3	23	19	14	44 YOUR PEERS ACCEPT WHAT IS EXPECTED OF THEM 4 OTHER CERTIFIED STAFF	562	100	1		4	26	33	36	3.48	.63	4.44
.94	2.85	32	1	5	20	19	21	45 YOUR LEADERS WORK WITH YOU AND YOUR PEERS IN FRIENDLY WAYS 4 OTHER CERTIFIED STAFF	562	100	1		2	23	39	35	3.56	.56	4.43
.90	2.40	33	7	7	27	17	10	46 YOUR LEADERS USE WHAT THEY "FIND OUT" TO MAKE THINGS BETTER 4 OTHER CERTIFIED STAFF	562	100	1		4	25	35	35	3.40	.63	5.04
.90	2.24	34	4	15	25	15	8	47 THINGS ARE ORGANIZED SO THAT YOU OR YOUR PEERS CAN HELP MAKE DECISIONS 4 OTHER CERTIFIED STAFF	562	100	1		5	28	30	35	3.35	.65	6.47
.98	2.44	34	5	6	23	17	14	48 MOST ALL WORK TOGETHER TO GET THE JOB DONE 4 OTHER CERTIFIED STAFF	562	100	1		2	21	40	35	3.57	.40	5.90

DIAGNOSTIC
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		LEVEL
0854-000	06/10/76	OVERALL SYSTEM
		SYSTEM NAME
ACROSS SCHOOLS		SUMMARY OF ALL SCHOOLS IN SURVEY.

PAGE 10.10

IS								ITEMS 49 50 51 52	SHOULD BE										INTENSITY SCORE
[illegible]	[illegible]	[illegible]	FREQUENCY						N	%	FREQUENCY					[illegible]	[illegible]	[illegible]	[illegible]
			?	1 AN	2 S	3 O	4 AA				?	5 AN	6 S	7 O	8 AA				
.91	2.67	34	2	11	22	16	12	49 YOUR LEADERS SHARE WITH YOU MOST ALL THE INFORMATION YOU NEED OR WANT 4 OTHER CERTIFIED STAFF	562	100	1		3	24	37	33	3.54	.56	4.48
.94	2.38	34	5	5	22	16	16	50 MOST ALL GET ALONG WELL AND HELP EACH OTHER 4 OTHER CERTIFIED STAFF	562	100	2		8	21	42	33	3.44	.53	5.29
.90	2.40	34	11	9	22	17	7	51 INFO ON WHAT YOU DO AND HOW WELL YOU DO IT IS USED TO HELP SOLVE PROBLEMS 4 OTHER CERTIFIED STAFF	562	100	2		4	29	29	35	3.38	.64	5.66
.73	2.45	34	6	16	22	17	6	52 THE LEADERS WORK WITH THEIR PEERS AND PEOPLE BELOW THEM TO MAKE DECISIONS 4 OTHER CERTIFIED STAFF	562	100	2		3	27	36	35	3.46	.46	4.88

DIAGNOSTIC SURVEY for LEADERSHIP IMPROVEMENT

[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	
[illegible]	ACROSS SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY /

PAGE [illegible]

IS								FACTOR DESCRIPTIONS			SHOULD BE									[illegible]
[illegible]	[illegible]	[illegible]	FREQUENCY								FREQUENCY					[illegible]	[illegible]	[illegible]	[illegible]	
			?	1 AN	2 S	3 O	4 AA		N	%	?	[illegible] AN	[illegible] S	7 O	[illegible] AA					
	[illegible]							CONFIDENCE AND TRUST ITEMS 01 04 05 12 14 15 16 17 18 26 32 41 44 49 4 OTHER CERTIFIED STAFF									[illegible]		[illegible]	
	[illegible]							COMMUNICATION ITEMS 13 19 20 21 23 24 25 30 33 34 4 OTHER CERTIFIED STAFF									[illegible]		[illegible]	
	[illegible]							CONTROL ITEMS 06 28 29 31 36 42 43 51 4 OTHER CERTIFIED STAFF									[illegible]		4.90	
	[illegible]							DECISION-MAKING ITEMS 02 03 07 10 11 22 35 37 38 39 4 OTHER CERTIFIED STAFF									[illegible]		[illegible]	
	[illegible]							INTERACTION INFLUENCE ITEMS 08 09 27 40 45 46 47 48 50 52 4 OTHER CERTIFIED STAFF									[illegible]		[illegible]	

DIAGNOSTIC
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LEADERSHIP
IMPROVEMENT

SCHOOL CODE	REPORT DATE	LEVEL
0036-000	06/10/76	OVERALL SYSTEM

SCHOOL NAME	SYSTEM NAME
ACROSS SCHOOLS	SUMMARY OF ALL SCHOOLS IN SURVEY

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IS — FREQUENCY: ? | 1 AN | 2 S | 3 O | 4 AA

CRITICAL ITEMS
OTHER CERTIFIED STAFF

SHOULD BE — N | % | FREQUENCY: ? | 5 AN | 6 S | 7 O | 8 AA

INTENSITY SCORE

10 ITEMS WITH HIGHEST INTENSITY SCORES.

INTENSITY SCORE	ITEM NO	ITEM	DIRECTIONS FOR IMPROVEMENT	PLAN MADE	ACTION TAKEN
7.00	30	THE PEOPLE WHO MAKE DECISIONS WHICH AFFECT YOU ARE AWARE OF THE THINGS YOU FACE.	LEADERS KNOW AND UNDERSTAND PROBLEMS OF SUBORDINATES VERY WELL.		
6.91	06	YOUR LEADERS USE WHAT THEY KNOW ABOUT "HOW YOU ARE DOING" TO HELP YOU IMPROVE.	LEADERS MAKE AN EFFORT TO OBTAIN AND USE INFORMATION ABOUT SUBORDINATES' BEHAVIOR TO MAKE POSITIVE CHANGES.		
6.86	12	TRUE AND COMPLETE INFORMATION IS USED TO RATE WHAT YOU AND YOUR PEERS DO.	JOINT UNDERSTANDING OF EVALUATIVE CRITERIA SHOULD BE ESTABLISHED AND UTILIZED.		
6.84	10	YOU OR YOUR PEER TAKE A PART IN MAKING DECISIONS WHICH AFFECT YOU.	INVOLVE SUBORDINATES IN MAKING DECISIONS WHICH AFFECT THEM.		
6.47	47	THINGS ARE ORGANIZED SO THAT YOU OR YOUR PEERS CAN HELP MAKE DECISIONS.	THE ORGANIZATION SHOULD BE STRUCTURED SO THAT SUBORDINATE INPUT IS USED FOR MAKING DECISIONS.		
6.43	49	YOUR LEADERS SHARE WITH YOU MOST ALL THE INFORMATION YOU NEED OR WANT.	BASED UPON COMMUNICATION WITH SUBORDINATES, LEADERS DETERMINE AND PROVIDE ADEQUATE INFORMATION AND FEEDBACK.		
6.31	11	YOUR LEADERS KNOW HOW IT IS FROM YOUR POINT OF VIEW.	LEADERS MAKE OBSERVABLE ATTEMPTS TO OBTAIN AND ACT UPON INFORMATION FROM SUBORDINATES ABOUT ORGANIZATIONAL GOALS AND TASKS.		
6.29	08	YOUR LEADERS DISCUSS WITH YOU OR YOUR PEERS WAYS TO IMPROVE THINGS.	SUBORDINATE INPUT FOR DETERMINING GOALS, METHODS, AND ACTIVITIES SHOULD BE UTILIZED.		
6.28	02	TEAMWORK IS USED TO IMPROVE THINGS.	WHENEVER POSSIBLE TEAMWORK SHOULD BE USED.		
6.24	07	DECISIONS ARE MADE THROUGH TEAMWORK.	REPRESENTATIVES FROM DIFFERENT ORGANIZATIONAL LEVELS FORM DECISION-MAKING TEAMS.		